DOCUMENT RESUME

ED 407 950 IR 056 391

TITLE	CNN Newsroom Classroom Guides. May 1-31, 1997.
INSTITUTION	Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.
PUB DATE	May 97
NOTE	110p.; No guide for May 26 (holiday). Document is a copy downloaded from the Internet.
AVAILABLE FROM	Electronic version: gopher://ericir.syr.edu:70/11/Lesson/CNN; 1 CNN Center, P.O. Box 105780, Atlanta, GA 30348-5780, Attn: Turner Media (specify date) (videos of broadcasts, $10.95 per episode).
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS	Cable News Network; *CNN Newsroom

ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of May, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: Chelsea Clinton decides to attend Stanford University, Zaire's president and rebel leader to meet, and Labor Party wins big in Britain's elections (May 1-2); Zaire negotiations stand still while tens of thousands of fleeing refugees starve, balanced budget agreement, Texas standoff ends, U.S. President Clinton visits Mexico in attempt to mend fences with a neighbor, jury finds RJR (Reynold's) Tobacco "not guilty," U.S. government report accuses Swiss of concealing Nazi gold and faults the U.S. for doing too little at the end of World War II, the World Court convicts a Bosnian Serb of wartime atrocities, New York stock market takes a dive, and President Clinton assures leaders at the Central American Summit of U.S. concern for the region and its refugees (May 5-9); devastating earthquake strikes Iran, Pope draws huge crowds in Lebanon, Russia and Chechnya agree to end 400 years of hostility and warfare, a third strike at General Motors has widespread impact on the auto industry, Russia and NATO reach an historic agreement on security, and U.S. space shuttle Atlantis is on course for another docking with MIR (May 12-16); Zaire's 7-month civil war ends as rebel forces march into Kinshasa, AIDS vaccine promised within a decade, President Clinton wants renewed "Most Favored Nation" status for China, cyclone batters coast of Bangladesh rendering 800,000 homeless, Laurent Kabila arrives in Kinshasa and renames Zaire, the prosecution rests its case in the Timothy McVeigh Oklahoma City bombing trial, political crackdown in Burma, and Iranians choose a president for the first time in 18 years (May 19-23); signing of the historic NATO-Russia accord, Mideast talks, Sierra Leone coup, elections in France and Iran, President Clinton renews the U.S. commitment to its allies on the 50th anniversary of the Marshall Plan, closing arguments in the Oklahoma City bombing trial, Kabila sworn in as President of the Democratic Republic of the Congo (formerly Zaire), and McVeigh jury begins deliberations (May 26-30). (SWC)

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by Turner Educational Services

IR056391

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By completing and returning the enclosed enrollment form, you have the right to videotape the program at 4:30 a.m. (ET), Monday through Friday, and have it available for use in the classroom. You may copy it as desired and show all or part of it as you see fit throughout the day. In addition, you may retain these tapes to create a permanent video library. You will also be signed up to receive T3, a magazine with information on CNN NEWSROOM and other resources offered by Turner Educational Services.

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We are pleased with the enthusiastic response to CNN NEWSROOM we have received from educators and students nationwide, and we're excited about bringing this important resource into our nation's classrooms. If you have any questions about CNN NEWSROOM and how it can be used in your school, please call our toll-free hotline, 1-800-344-6219, weekdays between 9 a.m. and 5 p.m. Eastern Time.

Again, thank you for your interest in CNN NEWSROOM. Best wishes for a successful academic year.

Sincerely,

Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
Turner Educational Services, Inc.

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Virginia PEN	Virginia	804-371-7523

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Vermont ETV	Vermont	802-655-4800
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WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
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CNN NEWSROOM

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☐ Other _____

Student enrollment: _____

School Name: _____

Address: _____

City: _____

State: _____ Zip: _____

County: _____

School Phone: ( ) _____

Principal's Name: _____

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If yes, which ones? _____

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CNN NEWSROOM & WORLDVIEW

Turner Le@rning

****** ** ** * Thursday, May 1,
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********* ** ** NEWSROOM

TEACHERS: TOMORROW'S GUIDE WILL INCLUDE DESK PAGES FOR THE WEE MAY 12 AND THE "HEADS UP" FOR THE WEEK OF MAY 19, TO AID YOU CLASSROOM PLANNING.

Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	First Daughter Chelsea Clinton has decided to attend Stanford University.	4:50	
HEADLINES	ZAIRE'S PRESIDENT, REBEL LEADER TO MEET... CANADIAN TROOPS BATTLE RISING RED RIVER...	1:00	
SCIENCE DESK	Recent discovery provides new information about the human family tree.	2:05	
LOOK AHEAD	Next week's SCIENCE DESK...	:40	
HONG KONG	CNN's Mike Chinoy explains how the Hong Kong handover will affect life there.	3:40	1
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	1
TOP OF THE WORLD	In 156 years, Hong Kong has grown into an economic powerhouse.	3:30	1
HONG KONG HANDOVER	Hong Kong will be changing soon under the motto "One country, two systems."	4:10	2
HONG KONG SCHOOLS	The reversion of Hong Kong to China will mean revision of its schools' curriculum.	3:45	2
HONG KONG ROUNDTABLE	Students express a variety of opinions about the future of Hong Kong.	3:00	2
CNN NEWSROOM WORLDVIEW CLOSE		:20	3

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Curriculum material Teachable Tech, Inc

ANCHOR DESK May 1, 1997

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TODAY, chat online with Donald Anderson, former U.S. Consul-General in Hong Kong at 1:00 pm ET (1700 GMT). First, download IRC software, free, at globalchat.com. Then go to cnn.com/newsr and click on the "chat" button. It will take your questions directly to our online guest.

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TOP STORY: CHELSEA'S CHOICE

1. Where is Chelsea Clinton going to attend college? What oth schools did she consider? Why do you think she chose Stanf Will the University have to make any special arrangements f her security? Explain.

2. How has Chelsea's life been different from the lives of mos teenagers you know? Generate a class discussion about what means to "live in a fishbowl." What are some of the benefi Drawbacks? Then challenge each student to write an essay beginning with the phrase, "If I were the son/daughter of t President, my life might be...." Would life be "better" or "worse"? How would life be different? Have students share their essays.
3. Have students work in groups to conduct research to learn m about the Secret Service. When and how was this agency created? Who is afforded Secret Service protection and for long? Have groups share their findings and discuss why Sec Service protection is a necessity for Chelsea Clinton.

HONG KONG IN TRANSITION

4. What kind of transition is about to occur in Hong Kong? In what way has this transition been taking place over the pas several years? How would you describe the current relation between China and Hong Kong? Explain.
5. Working in small groups, have students research the major differences between economic socialism and capitalism and s their findings. Ask students: From an economic perspectiv what is so unique about this handover of Hong Kong to China Discuss the economic issues that could spell either success disaster for this "unprecedented experiment."

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Chelsea Clinton Stanford University pre-med Secret Ser
Hong Kong dual system socialism capitalism indefens

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* The producers of CNN NEWSROOM & WorldView recommend downloadi
* the Daily Classroom Guide directly from cnn.com/newsroom or
* learning.turner.com. If you are using another carrier for
* retrieval of the Guide, your copy may be subject to delays.

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May 1, 1997

OLDEST HUMAN ANCESTOR DESK:

1. BEFORE VIEWING: Ask students: From what animals did humans most likely originate? What evidence is used to support th theory? Consider: genetic, fossil, anatomical.
2. AFTER VIEWING: What is significant about the Ugandan fossi Are the remains complete? Explain. How old are they? Why it take over 30 years to investigate these fossils complete How does the fossil ape compare with modern apes and humans
3. What are current theories concerning human origins? What a the most probable ancestors of humans? Explain. Distingui between hominids (humans and Australopithecines) and pongid (apes). Consider: anatomy, behavior, genetics. Where are evidences for ancestral primates found?
4. Discuss the discovery of the Ugandan ape fossils.
   a. Does it solve the human evolutionary question? Explai
   b. If not, why are these fossils so important? Consider: age, anatomy.
   c. Based on which bones were discovered and their relativ completeness, how can paleoanthropologists know from w type of animal they originated? Explain.
   d. Most people date the split between ape and hominid bet 5-10 million years before the present time. Consideri that the Ugandan finds are about 20 million years old,

http://learning.turner.com/guidearchive/0597/NR050197.html

what impact do they have on the theorized primate fami tree? Explain.

Challenge students to complete a possible primate family tr by postulating what type of fossils are yet to be located, their age and locations.

5. What do the fossils tell researchers about the animal's ancestry, anatomy and behavior? What is the tentative identification of the fossils? Why is their age significan Divide the class into groups of 4-5 and distribute copies o the HANDOUT (pg 4). Direct student groups to
   a. research/discover information about each specie listed
   b. add other species located during the data search; and,
   c. construct a probable ape family tree.

   Have each group present their findings to the class for the critique. Then, as a class, choose the most likely tree.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

apes evolution fossils ancestors h

May 1, 1997

STUDENT HANDOUT: ANCIENT APES

DIRECTIONS: Use the chart below to record information about anc apes. For each, find out where their fossils have been found, t age and any special comments or significant characteristics. Us this information to construct a possible family tree.

SPECIES	AGE	LOCATIONS FOUND	COMMENTS
amapithecus			
Sivapithecus			
Aegyptopithecus			
Proconsul			
Gigantopithecus			
Oreopithecus			
Dryopithecus			

http://learning.turner.com/guidearchive/0597/NR050197.html

NEWSROOM WORLDVIEW

HONG KONG HISTORY: HONG KONG--HISTORY--COLONIAL PERIOD

1. In what ways has Hong Kong changed over the past 156 years? What major forces have shaped its growth? Have students:
   a. Conduct research into information about Hong Kong's history during the British era to create a timeline showing the major events.
   b. Study both the data and timeline and identify the inte and external influences that have most affected the changes that have occurred in Hong Kong.
   c. Use the data to draw a model showing the influences th have affected the development of Hong Kong.
   d. List in categories such as "Chinese" or "internal." Which influence will change with the transition and in what way? How do you think that will affect Hong Kong's future?

INTERNET: http://www.arts.cuhk.hk/His.html

HONG KONG TRANSITION: HONG KONG--POLITICS; HONG KONG--ECONOMIC

2. What uncertainties face the people of Hong Kong? How might changes that China has made adversely affect Hong Kong's we being? Have the class use news sources to review the 1984 agreement between Britain and China concerning the transiti process. List China's promises concerning the future of Ho Kong. If the agreement is faithfully implemented by China, how will Hong Kong be affected? What guarantees are provid to compel China to adhere to the agreement? Are the people Hong Kong more concerned that the agreement does not protec their way of life or that China may not honor its commitmen Why? Have students write imaginary dialogues/conversations that might be heard in Hong Kong now. Share these aloud in class.

INTERNET: http://home.hkstar.com/~vampire/schools.htm

HONG KONG SCHOOLS: HONG KONG--EDUCATION--CURRICULUM

3. What changes have Hong Kong's schools made in preparation f the reversion to Chinese control? What concerns are expres about other changes that might become necessary? Using the information in Questions/Activities 1 & 2 above, have stude predict the changes that will be made in Hong Kong's school Ask: How do you think such changes will affect life in Hon Kong in the long run? Explain.

'NET: http://www.city.net/countries/hong_kong/#country_informat

----------WORLDVIEW: TODAY'S NEWS TERMS----------

autonomy national pride stability civil liberties censors reunification Mandarin dialect culture teaching guideli

CNN NEWSROOM & WORLDVIEW

Turner Le@rning

Friday, May 2,

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********* ** ** NEWSROOM
** TEACHERS: INCLUDED IN THIS GUIDE ARE THE "HEADS UP" GUIDE
FOR THE WEEK OF MAY 19 and
THE GUIDE DESK PAGES FOR THE WEEK OF MAY 12.

Title	Program Rundown	Segment	Pro
CNN NEWSROOM	OPEN	1:00	
TOP STORY	Labour wins big in Britain's elections.	3:40	
THIS WEEK	America volunteers; Chelsea's choice; Budget deal on the horizon.	2:00	
EDITOR'S DESK	A journalist examines the way the INTERNET challenges the mind, for good or ill.	3:10	
HEADS UP!	See pages 5 & 6 for DESK descriptions.	:40	1
ON THE JOB	EMTs handle life-and-death situations.	4:45	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:00	1
TOP OF THE WORLD	Vietnam's economic reforms have left some children homeless in Hanoi.	4:15	2
WHO, WHAT WHERE...	Recent ceremony celebrated British navy's historical significance to Hong Kong.	3:10	2
CULTURE WATCH	Some New Age believers are getting in touch with the remains of ancient Egypt.	2:50	2
INSIDE EUROPE	Vending machines are selling short novels in France's Metro stations.	1:40	2
CNN NEWSROOM	WORLDVIEW CLOSE	:50	3

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ANCHOR DESK May 2, 1997

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election in their search. Share findings. Discuss the fac
that make the British political system more party-oriented
that of the U.S. Ask students to recall recent campaign ad
from the U.S. presidential election of 1996. What did each
candidate emphasize more, party or personality? Discuss.

3. Have students work in groups to determine the important iss
that shaped the election outcome. Share findings then disc
How was the Conservative Party's leadership on these issues
issue in itself? Do you agree/disagree with the statement
in the video that this election was about people's trust in
Tory government? Explain.

EDITOR'S DESK: CYBER PERIL

4. Note the "positives" and "perils" used to characterize Inte
access and use then lead a discussion of both characteristi

5. Read aloud this quote by John Milton from his "Areopagitica
"Liberty to know, to utter and to argue freely according to
conscience is above all liberties." Ask: In what ways is
statement applicable to Internet use? How did the framers
the U.S. Bill of Rights seek to protect expression?
   a. Group students. Have them look at a copy of the Bill
   Rights and analyze why it has stood the test of time.
   b. Distribute a copy of the HANDOUT (pg 3) to each group
   find limitations imposed on freedoms in each category.

Reconvene the class to compare/discuss limitations found an
issues raised in recent challenges to those limitations. H
groups present their proposals for Internet use then practi
the arguments for and against each other's proposals.

ON THE JOB: EMTs

6. What is an EMT? Describe the training these professionals
receive. Besides the medical knowledge, what personal skil
and traits do you think paramedics must have? Would you be
interested in a job like this? Explain.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

John Major Margaret Thatcher Tony Blair paramedic "tac"

May 2, 1997

DESK: CYBER FRE

DIRECTIONS: Working in your group, use texts and other referenc
to find out the limitations governing some of the freedoms grant
in the First Amendment to the U.S. Constitution. Write these in
spaces provided.

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SPEECH (includes broadcast speech):

PRESS:

EXPRESSION (e.g., gestures, symbolic insignia):

DRESS/IMAGE (e.g., dress codes):

ART (e.g., lyrics, photographs, exhibits):

==========

CHALLENGE: Choose one of the categories above and use the Inter
to find an example of a recent controversy that challenged the
limitations on these First Amendment freedoms. Note the argumen
presented and share these in class.

Given the restrictions noted above, what limits do YOU think oug
to be applied to the Internet? Draft a group rationale and be

prepared to defend it.

May 2, 1997

NEWSROOM WORLDVIEW

HOMELESS: VIETNAM--ECONOMIC POLICY; VIETNAM--SOCIAL CONDITIONS

1. Why are many children moving to the cities to live their li among the homeless? How do they make a living in Hanoi and other Vietnamese cities? Gather general information about economic conditions over the past 10 years for the 5 major countries that comprise Indochina: Burma, Cambodia, Laos, Thailand and Vietnam.
   a. Chart or graph your data it so that you can study it i order to draw comparative conclusions. What patterns you see in the data? How does the growth and developm of Vietnam compare with that of its neighbors?
   b. Look closely at data concerning the number of people moving from the countryside and into major cities in t countries. What patterns do you see in that data? Is situation in Vietnam unique or is it representative of conditions experienced throughout the region?
   c. Considering all of your data, why do you think the num of street children is increasing in Hanoi and Ho Chi M City?
   d. From the patterns you have identified in the economic data, what do you predict for the future of the homele in Vietnam's cities?

INTERNET: http://www.cgtd.com/global/directory/veconomy.htm

HONG KONG NAVY: HONG KONG--HISTORY

2. How has Britain's navy been a strong presence in Hong Kong? What lies ahead for the British navy in the Pacific? Have class search resources to:
   a. Construct a simple chronology showing the major events Britain's presence in Hong Kong.
   b. Indicate each event in which the British navy has play major role beginning with the Opium Wars, 1839-1841.

   Ask students to:
   a. Characterize the role of the British navy in Hong Kong history from the perspective of the British, Hong Kong people and the Chinese.
   b. Use their characterizations and the data to write a commemorative poem appropriate for the occasion.

   Share poems and discuss the differences in the three nation perspectives. Which of the three do the students think wou most accurately portray the true significance of Britain's there? Explain your answer.

INTERNET: http://boris.qub.ac.uk/edward/military/MilUK.html
http://www.royal-navy.mod.uk/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

street children child labor Union Jack infrastructure arm

May 2, 1997

NEWSROOM: "HEADS-UP" GUIDE

*** Summaries and curriculum connections for DESK segments * scheduled for the week of May 19, 1997*

TEACHERS, PLEASE NOTE: At an international news organization s as CNN, the news environment is a fluid one, which could result sudden programming changes. Therefore, please be advised tha

http://learning.turner.com/guidearchive/0597/NR050297.html

segments of CNN NEWSROOM/WORLDVIEW are subject to change witho
notice. We regret any inconvenience.

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MONDAY, MAY 19, 1997: ENVIRONMENT DESK: Whales Talk
Further research into the vocalizations of whales has revealed t
the animals have different dialects and intonations. These vari
sounds are also used by whales and dolphins to communicate acros
species. Through study of the habitat and behaviors of whales a
dolphins students will speculate on the types of communication a
subject matter of the communication used by these animals.
CURRICULUM CONNECTIONS: Biology, Earth Science
TUESDAY, MAY 20, 1997: INTERNATIONAL DESK: France-Smoker's Para
France's anti-smoking campaign is having trouble getting out of
starting gate. Funding is minimal, provided only by the governm
Most of the published educational material has been targeted to
children -- this in a country where 60% of 18-24 year-olds smoke
the rate is rising. Students will examine the relationship betw
the culture and political will of a people and the probable succ
of a government program. They will have an opportunity to
investigate similar campaigns in other countries to compare rela
success/failure rates and evaluate the factors leading to both.
CURRICULUM CONNECTIONS: World History, Current Issues,
International Relations
WEDNESDAY, MAY 23: BUSINESS DESK: Small-town Tourism
Walking down Los Rios Street in San Juan Capistrano, California,
like journeying back in time. Families have lived here for hund
of years, in homes passed down through the generations. Some ha
sustained themselves by running small "cottage businesses" out o

these homes. Others would like to take advantage of the histori
ambiance for their own business opportunities, but they are meet
with resistance from long-time residents. In this DESK, student
will have the opportunity to determine for themselves whether th
financial benefits of increased tourism in this community outwei
the potential drawbacks. They will also explore the concept of
property zoning and its effect on business planning.
CURRICULUM CONNECTIONS: Economics, business, consumerism
THURSDAY, MAY 22: SCIENCE DESK: Universe Upside Down
Scientists believe that the "Big Bang" scattered light and matte
evenly throughout space, and that the universe has no top or bot
no direction. New evidence provided by radio telescopes monitor
radio waves traveling through space suggests that this model mig
not be accurate. If the data gathered over the past twenty year
the University of Rochester and University of Kansas supports th
idea that radio waves travel at different speeds, part of Einste
Theory of Relativity may be disproved. Students will explore th
technology used to study radio waves and how the radio waves beh
CURRICULUM CONNECTIONS: Physics, Astronomy
FRIDAY, MAY 23: EDITOR'S DESK: Jazz Photographer
William Claxton is one of America's premier photographers. The
creator of the "West Coast style," Claxton has published hundred
record album covers and six books of photographs. He is current
working on his seventh book. As students observe William Claxto
they will compare and contrast the power of photographs to that
words as a source of knowledge and understanding. They will use
their comparisons to create their own poems and/or pictures, sha
impressions or knowledge with others.
CURRICULUM CONNECTIONS: Communications, Visual Arts, Language Ar
NEXT FRIDAY: A "Heads Up" for DESK segments for the week of May
** NOTE: "Heads Up" Guides will always be written for DESK segme

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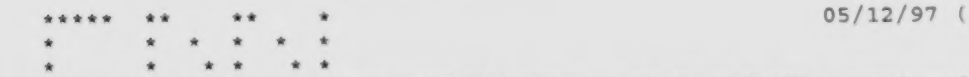
three weeks in advance.

1. BEFORE VIEWING: Ask students where they would be able to g endangered species. Under what circumstances would they be see these animals in a wild environment? What is a wildlif Poll students to find out how many have visited a wildlife and ask volunteers to relate what they saw.
2. AFTER VIEWING: How is the status of Midway Island about to change? What rare and endangered species can be found ther Have students research the different levels of protection f "rare" and "endangered" animals. What exactly do the designations "rare" and "endangered" mean? How is each protected by the government?
3. Ask students: According to the video, what types of activi will visitors be able to enjoy at Midway? What types of tourists are likely to want to visit the island? In what w should this opportunity be announced to the public? In gro of three or four, have students address the following topic designing a brochure that would entice visitors to a real o imaginary location featuring eco-tourism as a main attracti
   a. location, geographical features, ways to travel there
   b. types of unique ecology and biology found in this loca
   c. opportunities for recreational and educational activit in this location
   d. types of businesses which have flourished in this loca
   e. basic demographic information
   f. travel information (e.g., plane, restaurants, local transportation, lodging information)

   After students design and create the brochure, exchange the brochures within the class groups and have students pick a location and plan a group outing to the location they choos
4. Generate a class discussion about the ways that Midway Isla might be different from most other conventional tourist attractions. Do students think the island will be able to handle a sudden influx of tourists while still maintaining ecological purity? What are some things that happen to an as soon as the business of tourism grows? Have the student brainstorm as a class the possible negative effects of eco-tourism on the Midway Island. How could these effects be avoided or mitigated? Discuss.



5. Ask: In what types of settings do you see the albatross in video? Have students find out pertinent information about albatross and share their findings. Then ask: Why is Midw an attractive habitat for the albatross? Where else might find this species? In groups, allow students to choose ano type of endangered species, find out some basic information (leaving out geographical locations found), and challenge another group to figure out where the animal is found. The have the finder group explain to the class how the animal became endangered.
6. Have students work in groups to find out what an Oceanic

Society does. Then ask groups to find other kinds of peopl who do work connected with the environment and biodiversity Groups may want to consult a local wildlife refuge as a resource. Have groups share their findings. Are all individuals who work with the environment scientists? Expl What other skills and expertise are needed, for example, to operate and maintain a wildlife refuge? What opportunities might be available at the new Midway Island refuge? Discus

The following INTERNET sites may aid students in learning more a Midway Island, ecotourism and rare and endangered species:

1. Midway Island facts:
   http://www.odci.gov/cia/publications/nsolo/factbook/mg.
2. Midway open for big game fly fishing:
   http://www.orvis.com/News/InTheNews.html
3. The Seabird Bycatch Project; Albatross Information Page:
   http://www.pond.net/~fish1ifr/bycatch4.htm

05/13/97

***** DESK: BRAZIL'S LANDLESS PROTEST

1. BEFORE VIEWING: Ask students to describe the kinds of soci conditions that most often lead to social and political instability. List these on the board and have students sup their responses with historical and current examples.
2. AFTER VIEWING: What percentage of Brazil's population owns "most of the country's farmland"? In what position does th situation place Brazil's "landless farmer"? How have they responded? What impact has their response had politically? Have students define "agrarian reform." Ask: What countrie have experienced political instability resulting from inequ in land distribution?
3. Lead a discussion of successful grass roots movements. Wha factors were instrumental in that success? Have students i small work groups use the Internet (see URL addresses) to:
   a. Discover the kind of support Brazil's Landless Movemen (MST) has been able to garner.
   b. Analyze whether that support is sufficient to sustain Brazil's Landless Movement grass movement and be able defend their position.

   Ask: How has MST's rise and progress as an agent of advoca differed from its predecessors? How would you characterize quality and impact of the support of the Catholic Church? Explain. On the basis of your findings, what do you predic for the success of the Landless Movement? Explain.
4. The MST is pushing for "speedy land reform"; the government Brazil's response is that it has "settled more people than other in Brazilian history." Working in groups, have stude conduct research to discover the impediments in the way of the reformers and the government to place farmers on land.
   a. In what ways are the different arms of the government working at cross purposes?
   b. How has the legislation passed in 1993, intended to sp up land reform worked against the targeted recipients?
   c. Who stands to gain most to maintain the status quo? H might resistance to reform have the opposite result?

   Discuss the groups' findings. Then ask: Is this situation peculiar only to Brazil? Challenge students to investigate similar conditions in other Latin American countries and compare the effect inequities have had on political stabili

there with the situation in Brazil. Ask students: If The Landless Movement is successful in Brazil, what potential impact could that have on similar movements in other countr

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*      *   * *   * *                          BRAZIL'S LANDLESS
********    **    ** INTERNATIONAL DESK:  PROTEST, continued
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5. Ask students: What other social conditions could impact political stability in Brazil? Using the following social indicators developed by the World Bank to assess "the socia effects of economic development," have student groups gauge Brazil's other "trouble spots":
   a. INFANT MORTALITY RATE (IMR): number of infants per thousand who die before age 1.
   b. URBAN POPULATION: percentage of total population
   c. LABOR FORCE: "economically active" persons in farming, fishing, hunting, etc.; include data on wages.
   d. PRIMARY/SECONDARY SCHOOL ENROLLMENTS: numbers enrolled also, school enrollment for females.

   Also, have each group investigate the following HUMAN RIGHT CONCERNS: indigenous communities; women; race; forced labor Direct each group to present its findings in one or more graphic forms. Have groups compare their data, discuss the social sectors most in need of attention, and then suggest possible "cures" for Brazil's social ills.

URL ADDRESSES

1. WORLD NEWS REPORT (03/02/97) on the impact of the Landless
   http://www.oneworld.org/ips2/mar/brazil.html
2. Responses to Landless Movement:
   http://www.oneworld.org/christian_aid/press/apr24.html
3. History of land reform movements in Brazil; attempts at, an impediments to, government action, legislation intended to landless:
   http://www.brazzil.com/p16sep96.htm
4. SOCIAL INDICATORS OF DEVELOPMENT: World Bank:
   http://www.ciesin.org/IC/wbank/sid-home.html
5. Inadequate wages as an indicator of Brazil's social inequal appeal to the Supreme Court:
   http://www.ibase.org.br/semterra/ipssal.htm
6. HUMAN RIGHTS CONCERNS: Children women, race, indigenous com rural violence and forced labor:
   http://www13.crl.com/~brazil/hr.htm
7. BRAZIL; Press LINK to business resources for information on economy, as an emerging market:
   http://www13.crl.com/~brazil/index.htm

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*   * *   *    **   *   *   * * *        **    **         RUSSIA
***** ***** ***** ***** *     * ***** ***** ***** DESK:  AUTOMAT
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1. BEFORE VIEWING: What kinds of items do you buy from vendin machines? Why do many consumers make purchases from vendin machines?
2. AFTER VIEWING: Explain why human vendors accompany many of Russia's vending machines. Why are these machines unable t accept money?
3. What is inflation? How might skyrocketing inflation affect students in ways similar to those seen in the video? Begin this activity by having students suggest one kind of vendin

machine that they use on a regular basis (e.g., soft drink snack machine). Ask students how much a particular item fr this machine costs. Write this figure on the board. Group students.

a. Within each group, have students compile, if possible, exact change needed to purchase one of these items (su as one bag of chips) and leave this change on one of t desks in plain view of all in the group.
b. Next, present students with this scenario: Pretend th the national economy is experiencing skyrocketing inflation.
    i. An item purchased one year ago for that price (po out change on desk) now costs three times as much
    ii. Challenge each group to come up with enough money "buy" one of these items at the new price. (Remi group members to keep tabs on change they contrib to this exercise.) They do not have to come up w exact change.
    iii. If they cannot come up with enough money to make purchase, have them indicate on a piece of paper the group is short by that amount.
c. Now, have each group discuss their responses to the following questions:
    i. How would inflation affect you, as a consumer, in this case?
    ii. Would you continue to purchase these items?
    iii. What would you do if you did not have enough mone buy the item at the higher price?
    iv. How would inflation, in this case, affect the ven machine industry?
    v. What ripple effects would impact the producers of items you buy, as well as other related businesse and financial institutions?

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******** ** ** BUSINESS DESK: RUSSIA AUTOMATION, continue

Have each group present its responses and rationale. Broad the discussion to address inflation's overall effects on a national economy. How does the report on Russia's vending machines illustrate these principles?

4. Russia's inflation is a result of its transition to a free market economy. In what other ways has this transition affected the economy and people of Russia? Group students. Have each group conduct research, first to examine the differences between the previous economic system, communism and the long-range goal of a free market, or capitalist, economy. Then have each group research the recent economic reforms on the way to the free market goal and their impact
    a. private ownership of businesses
    b. unemployment
    c. inflation
    d. national production of goods and services
    e. wages
    f. any other areas of national/international interest

    Have groups present their findings in the form of formal reports. Discuss ways for the Russian government to restor confidence in the system and encourage international investment.

The following URL addresses may help students in their search fo

information on Russia's changing economy:
For a discussion of economic policy and the problem of inflation
Russia, consult the on-line source for The Institute for the Eco
in Transition at: http://www.online.ru/sp/iet/toc-iet.htm/
To search back issues of THE RUSSIAN, America's Premier Guide to
Business in Russia, go to: http://www.rmag.com/back/back.html
For information on how the West can help Russia's economic refor
consult: http://www.cato.org/pubs/fpbriefs/fpb-025es.html
For additional Russian resources, search this website presented
RUSSIA ON-LINE: http://www.online.ru/emain/enews/

05/15/97

DESK: ARTIFICIAL NO

1. BEFORE VIEWING: Ask students to explain the following quota about artificial intelligence. What kinds of things is Ms. Rich talking about? Reading? Solving Problems? Sensing h changes in an environment? Where do students believe there a need for an artificially intelligent machine? Explain.

   > Artificial Intelligence (AI) is the study of how to make computers do things at which, at the moment, people are better. ---Elaine Rich
   > Artificial Intelligence, McGraw Hill, 198

2. AFTER VIEWING: Discuss the artificial nose. Is it an artificially intelligent machine? Why/Why not? Why would a device be important to human beings? What future uses ca students brainstorm for such a device? Explain.
3. Invite students to research the first three URL Addresses g below to discover the uses and logic behind other "artifici noses." How do they work? Challenge them to create a set "slides" similar to those found at the URL Address for the Neural Networks at Pacific Northwest National Laboratory th would compare the artificial nose to the actual human olfac system. Why is the human nose still superior to the artifi nose?

   CHALLENGE: Given the number of synapses possible in the hum brain (1000 trillion), would students expect an artificial that could replace a human nose to be invented any time soo Why/Why not?
4. The mission of the Olfactory Research Fund (See URL address below) is to explore the importance of the sense of smell t enhancing the quality of life. What do students think is m by that? If they were going to create a "scratch and sniff book that would illustrate a high "quality of life" what wo it contain? Why?
   a. Challenge teams of students to put together a multimed illustration of the smells that would "enhance quality life." They could use plants, oils, gases, foods, etc to share with classmates.
   b. Students can assess the presentations by working throu them blindfolded.
   c. Discuss the different ideas classmates had about good smells. Are all smells universally identified as good Why/Why not?

   CHALLENGE: If space is available on the school grounds, inv a team of volunteers to create a fragrance garden. They sh explore nurseries, local botanical gardens and interview lo gardening experts in order to determine what to plant. The

http://learning.turner.com/guidearchive/0597/NR050297.html

05/15/97

** SCIENCE DESK: ARTIFICIAL NOSE, continued

will need to develop a way for visitors to experience the garden with their only their noses. HINT: The URL ADDRESS the New York Botanical Garden is given below. Students can search it for information to plan their garden.

URL ADDRESSES

1. The Rhino: New Technology Solves Your Gas Sensing Problems: Computer Animated Artificial Nose Analyzes Gases, Vapors, a Mixtures
   http://www.mosaic-industries.com/rhino.html
2. Artificial Nose using Conducting Polymer Sensor Array; a sh explanation of how this device works.
   http://esapub.esrin.esa.it/pointtotest/test185.html
3. Student and faculty project to develop an artificial "nose" that can detect and classify odors. (printed)
   http://www.eng.auburn.edu/~cunnijd/nose.html
4. Neural Networks at Pacific Northwest National Laboratory; a of excellent links on human neural networks. Press the icon Research Projects; then choose the LINK Neural Networks in Medicine under Applications in Medicine.
   http://www.emsl.pnl.gov:2080/docs/cie/neural/neural.homepag ml
5. The Olfactory Research Fund -- mission: to explore the importance of the sense of smell to enhancing quality of li
   http://www.fragrance.org/olfactor/
6. New York Botanical Gardens
   http://pathfinder.com/@@FxvYHQcAy6@Nkpiq/vg/Gardens/NYBG/in html
   Choose: Gardens and Plant Collections. Find the LINK, Demonstration Garden Complex and choose the LINKED phrase, fragrance garden. You will find Helen's Garden.
   http://pathfinder.com/@@0pzy6wcAyq9fjNer/vg/Gardens/NYBG/Ga s/frag.html

05/16/97 (

** INFORMATION FAT

***** DESK: SYNDROME

1. BEFORE VIEWING: Ask students to think about the phrase "information overload." What do they think it means? What kind of information can be "overloaded"? What constitutes overload? Do they think they have ever experienced "information overload"? Under what circumstances? What di they do to "treat" the problem? Explain.
2. AFTER VIEWING: What problems resulted from information overload, according to Dr. David Lewis? In what ways do students think "information overload" could cause these problems? Do they believe this is the fault of the media (INTERNET)? Why/Why not? Invite students to brainstorm wa to help INTERNET users avoid the problem of information overload without giving up the NET altogether.
3. Challenge students to search the URL ADDRESSES listed below What solutions to the problem are offered? Ask them to mak reports to the class on their findings and opinions about t solutions they discovered.
4. Discuss the following statement in light of the video segme
   There is something about [the INTERNET] that generates

volumes of talk without necessarily increasing the quality. There are just too few nuggets to be mined from this river of information. And I realize that one person's nugget is another person's worthless pebble. But the bigger the network becomes, the more pebbles each individual must sift through.

SOURCE: a posting to the LM_NET discussion grou
sgrant@eis.calstate

Guide them through the organizational activity on the HANDO (ED2). When they have completed the activity challenge the work together to create an attractive and humorous guide to "Beating Information Overload" for the harried WEB SURFER.

URL ADDRESSES

1. Information Overload: Computer solutions
   http://krusty.eecs.umich.edu/cogarch4/toc_defs/defs_env/def
   info.html
   http://pattie.www.media.mit.edu/people/pattie/CACM-94/CACM-
   94.p1.html
   http://techweb.cmp.com/iw/551/51mtinf.htm
2. Re: Information Overload [was Re: Vortex] (Newsgroup)
   http://www.social.com/social/hypermail/news/online_news/Mar
   Mar_29_1997/0037.html

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******** ** ** STUDENT HANDOUT: ORGANIZING A SEARCH

DIRECTIONS: In class discuss ways you search a library or card catalogue (automated or otherwise) to find information for term papers or reports. How do you determine the "keyword(s)" around which you organize your search? Working with your classmates, follow the steps below to find keywords to organize an efficient search on the WEB.

a. Answer this question: What do you want to know? If you hav more than one question, organize them from broad to narrow scope.
b. Consider your questions. Use a thesaurus or encyclopedia t brainstorm a list of one-word or simple phrase answers to t questions.
   FOR EXAMPLE: I want to know about the psychological motivat for Vincent van Gogh's paintings. Consider: van Gogh, mode art, suicide, impressionist art, depression, epilepsy, A St Night, etc.
c. Look at your word list. Which word is most general in term your questions? Could any of the words be combined to give a more specific search?
d. Organize your keywords from general to specific and begin w the general. As you read the URL address annotations, look more of the words you brainstormed. Look more closely at t addresses that have the most "hits" from your list of words
e. When you find a good resource you can print it; copy the UR address and annotation and paste in a word processor file; and/or, copy the entire article to a word processor file. WATCH FOR COPYRIGHT PROTECTION.
f. After checking through 15-25 URLs, search on another word o phrase.

Choose one of the following questions for your group and follow search steps a-f to develop a list of resources from the NET. K track of the time you spend. Did you find what you needed? Pre a report to the class on your search, analyzing the pros and con navigating the information super highway.

1. What is acid rain and how is it affecting forests around th world?
2. What were the 3 most important political lessons to be lear from the French Revolution and why do you think so?
3. How did the musical form known as the blues develop and why it considered to be the quintessential American music?
4. In what ways do the rides at "Fun Parks" such as Six Flags use of the laws of physics?
5. Should industrialized nations pay underdeveloped nations possessing rain forests a fee to protect those areas?

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

Monday, May 5,

NEWSROOM

Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	Zaire negotiations stand still while tens of thousands of fleeing refugees starve.	3:05	
HEADLINES	BALANCED BUDGET AGREEMENT; TEXAS STANDOFF ENDS	:45	
ENVIRO DESK	One man battles to preserve the ecological integrity of Gabon's Mingouli forest.	3:25	
NEXT WEEK	ENVIRONMENT DESK: Island of Refuge	:35	
ROOTS IN ASIA	(PART I) Asian immigrants to the U.S. doubled in the last 10 years. They came seeking what most U.S. immigrants seek -- better economic and social opportunity.	5:00	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:30	1
TOP OF THE WORLD	British Hong Kong was in the center of the action in World War II.	5:30	2
POLITICAL FRONT	The Yeltsin government has unveiled a new plan to eliminate political corruption.	2:00	2
INSIDE MIDEAST	Reform and Orthodox rabbis disagree about how non-Jews may convert to Judaism.	3:30	2
DID YOU KNOW EGYPT REEFS	Tourism threatens Egypt's Red Sea coral reefs.	2:40	2
CNN NEWSROOM WORLDVIEW CLOSE		1:00	3

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ANCHOR DESK — May 5, 1997

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* NOTE: All of this week's DESKs, including the ENVIRONMENT DES
* can be found at the end of the NEWSROOM Guide for April 25, 19

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TOP STORY: ZAIRE

1. Ask students: How would you characterize the status of the talks between Zaire's President Mobutu and the leader of th anti-government forces, Laurent Kabila? What two proposals on the "diplomatic table" and whose proposal will most like prevail? Why?
2. Have a student point to Zaire on a map of Africa. Focus students' attention on its size and have them compare it wi that of other African nations. Then pose the following question for students' consideration: If the rebels could

"control of about three-quarters of Zaire" in a 7-month per
what does that say about the national will to retain Mobutu
president after a 32-year rule? Group students. Have each
reference and media resources to find historical and anecdo
evidence to explain the collapse of Mobutu's rule.

3. Ask students to write down words they would use to describe
qualities/characteristics they would expect from a leader.
Share these aloud. Note those mentioned most frequently an
ask students to name individuals whom they believe exemplif
those qualities. Have students write short paragraphs
describing how they think a particular leader would have ac
or ought to act in the situation in Zaire and explain why.

ROOTS IN ASIA, PART I

4. How do recent Asian immigrants differ from immigrants to ea
America? In what ways are they the same? What is a "soci
refugee"? Challenge student groups to choose one Asian cou
and identify, describe and compare with the U.S. the social
conditions which might contribute to a person becoming a so
refugee.

5. Conduct research into the laws governing U.S. immigration.
particular, focus students' attention on the several laws
governing Chinese and Japanese immigrants. What social and
economic concerns led to the drafting of restrictive laws?
Challenge students to search for information on the powerfu
lobbies behind these laws and share these in class.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Mobutu Sese Seko Laurent Kabila Nelson Mandela cease-
Kinshasa immigrant "social refugee" restrictive

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* The producers of CNN NEWSROOM & WorldView recommend downloadi
* the Daily Classroom Guide directly from cnn.com/newsroom or
* learning.turner.com. If you are using another carrier for
* retrieval of the Guide, your copy may be subject to delays.

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May 5, 1997

NEWSROOM WORLDVIEW

HONG KONG PART III: HONG KONG--HISTORY--WORLD WAR II, 1939-1945

1. Why was Japan able to capture Hong Kong during World War II
How was Britain able to regain control? Worldview will fea
the history of Hong Kong each day this week; use each story
build a cumulative chronology of the events there since 194
For this segment, have students do the following activities
   a. Gather data about the major events, statistics and per
   in Hong Kong's history from 1940 to 1960.
   b. Place the data on the timeline, beginning with an
   assessment of what Hong Kong was like in 1940.
   c. Use pictures or drawings to emphasize important entrie
   Ask: From your data, how long did it take Hong Kong to reb
   after the war? How would you characterize the changes in H
   Kong during the post-war era? What developments in the 195
   suggest that Hong Kong is going to become widely recognized
   an economic miracle? Based on what you have seen so far, w
   you have invested in Hong Kong in 1960? Why?

INTERNET: http://watnow.uwaterloo.ca/~amywong/culture.html

ISRAEL CONVERSION: ISRAEL--RELIGION--JEWISH CONVERSION

2. Why do Orthodox and Reform Jews differ over the conversion
non-Jews? How has Israel's prime minister become involved
the controversy? Have the class use reference materials an

human resources to make a chart comparing the similarities differences between Reform and Orthodox Jews. Ask students What insights does your comparison give you into why each g would prefer to train those who wish to convert to Judaism? Why is this an important issue in Israel?

INTERNET: http://www.ahavat-israel.com/

REEFS: EGYPT--NATURAL RESOURCES--CORAL REEFS; EGYPT--TOURIST TR

3. Why is tourism threatening Egypt's Red Sea coral reefs? Wh solutions have been tried to improve the situation? Group students to conduct research into the ecology of a coral re Instruct groups to use their data to make/draw a model show a) how a coral reef develops and b) what factors are essent for its survival. Tell them to use bright colors to indica which of these factors might be harmed by the intrusion of tourist boats and divers. Ask: How can one have both touri and a coral reef? Will Egypt's efforts be able to achieve this? What would you do?

INTERNET: http://interoz.com/egypt/index.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

backwater beleagured indefensible solidarity colonia corruption forgery credibility conversion Orthodox ra

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                    Tuesday, May 6,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	U.S. President Clinton is in Mexico in an attempt to mend fences with a neighbor.	3:45	
HEADLINES	JURY FINDS RJR TOBACCO "NOT GUILTY"... MCVEIGH'S SISTER TESTIFIES AGAINST HIM...	:50	
ON THE MAP	Facts about Russia...	:45	
INTERNAT'L DESK	Collective farms have been casualties of Russia's economic reforms.	2:25	
LOOK AHEAD	Upcoming INTERNATIONAL DESKs...	:35	
ROOTS IN ASIA	Angel Island was the first stop for many Asians emigrating to the U.S.	4:45	1
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:05	1
TOP OF THE WORLD	Mexico City is calling in the army to help fight big-city crime there.	3:00	1
INSIDE ASIA	Unrest in Hong Kong during the 1960s almost led to an independence movement.	6:00	2
TAKING CARE OF BUSINESS	The realities of the Greek economy make economic union with Europe difficult.	2:15	2
CULTURE WATCH	Some Russian girls now dream of becoming super models.	2:05	2
CNN NEWSROOM WORLDVIEW CLOSE		:30	3

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ANCHOR DESK May 6, 1997

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* NOTE: All of this week's DESKs, including the INTERNATIONAL DE
* can be found at the end of the NEWSROOM Guide for April 25, 19

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TOP STORY: PRESIDENT CLINTON VISITS MEXICO

1. What issues are on the agenda for U.S. President Clinton's meeting with Mexican President Zedillo? Why do some member the U.S. Congress want Mexico "de-certified"? What does th mean? How does the Mexican government respond to its criti in the U.S.?
2. Group students. Direct each group to conduct research to l more about the positions of the U.S. and Mexico on each iss on this meeting's agenda. Include U.S. immigration policy, drug trafficking, money laundering and trade.
   a. Have each group present its findings to the class.

b. Reconvene groups. Challenge each to write a role play between one group member acting as Pres. Clinton and o member acting as Pres. Zedillo.
c. Have groups perform their role plays for the class.
d. In class discussion, ask students to predict the outco of the meeting. Are any agreements likely to be reach If so, on what issues?

3. Ask students: According to the video, how do both presiden want this trip to be perceived? Why do you think this is s Direct students to continue monitoring CNN's coverage of th meeting. Then challenge each student to write an editorial assessing the outcomes of this visit and evaluating the relationship between the two nations.

ROOTS IN ASIA: ANGEL ISLAND

4. Describe Angel Island. Why were many Chinese immigrants to U.S. sent there first? What did they have to prove in orde enter the U.S.? Why was this such a difficult task? Why w the Chinese Exclusion Act of 1882 passed? Explain the role this law played in the detention of so many Asian immigrant

5. The walls of the barracks at Angel Island were covered with poems of those who spent months waiting for others to decid their fate. Focus students' attention on the poem cited in video. Discuss the emotions the detainees must have felt w at Angel Island. Then ask each student to put himself/hers in the place of an immigrant who waited at Angel Island and write a poem or song lyrics to express those feelings. Pos students' work around the classroom.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Ernesto Zedillo decertification money laundering migra
Angel Island Ellis Island deportation humiliation des

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******** ** ** NEWSROOM WORLDVIEW

May 6, 1997

MEXICO SECURITY: MEXICO--CRIME

1. Why has Mexico begun using the army to police Mexico City? do some feel that the army will do no better than the regul police? Have students use data to make a chart comparing c in Mexico City with that in other large cities globally. A them to look for patterns. Then have them gather data to compare the income levels and unemployment for each city. How closely do these factors appear to be related to the le of crime? How effective do you think Mexico's army will be What do you suggest they do?

INTERNET: http://mexico-travel.com/external/newspaperlink.html

HONG KONG PART V: HONG KONG--HISTORY

2. Why did the riots happen in Hong Kong in THE 1960s? What appears to be the result of these protests? As the student continue to build their timeline (see Worldview for 05/05/9 have them:
a. Gather data about the major events, statistics and per in Hong Kong's history during the 1960s.
b. Place their data on the timeline, beginning with an assessment of what Hong Kong was like in 1960.
c. Use pictures or drawings to emphasize important entrie

Ask: To what extent does it appear that the Chinese Cultura Revolution influenced the political unrest in Hong Kong? T what extent was the economic situation a significant factor causing the unrest? Overall, were the events of the decade positive or negative for Hong Kong? Why?

INTERNET: http://www.aurora.com.au/hklink.htm
GREECE ECONOMY: GREECE--ECONOMIC PLANNING--ECONOMIC UNION
3. What factors in the Greek economy make it difficult for Gre to comply with European Union (EU) standards? How does the government plan to remedy the situation? Compare the econo situation in Greece with that of at least one other Europea country thought to have a generally sound economy.
   a. In what areas does Greece compare favorably with other European economies?
   b. In what areas is this comparison less than favorable?
   c. Why might Greece be so eager to join the Economic Unio
   d. Which factors in their economy will be the most diffic to overcome? Why do you think so?
INTERNET: http://arachnid.cs.cf.ac.uk/Places/eu.html
----------WORLDVIEW: TODAY'S NEWS TERMS----------
metropolis professionalism civil rights drug barons pres
cosmopolitan entrepreneurs ideology patriotic movement cat

http://learning.turner.com/guidearchive/0597/NR050797.html

CNN NEWSROOM & WORLDVIEW

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Wednesday, May 7, 1

NEWSROOM

Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	U.S. government report accuses Swiss of concealing Nazi gold and faults the U.S. for doing too little at the end of WWII.	3:25	
HEADLINES	U.S., MEXICAN PRESIDENTS DISCUSS CRITICAL ISSUES OF MUTUAL CONCERN	1:10	
FYI	Facts about oil production and consumption	:30	
BUSINESS DESK	The "oil patch" is booming again but oil workers remember when the previous boom went "bust."	2:45	
NEXT WEEK	BUSINESS DESK: Russia tries automation.	:45	
ROOTS IN ASIA	(PART III) Japanese Americans "remember" their years spent in U.S. internment camps.	5:00	1
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	1
TOP OF THE WORLD	The 1970s were a turning point in the political and economic life of Hong Kong.	5:15	0
SHORT TAKE DAY IN LIFE	Teenagers appear to have as many concerns about Hong Kong's future as do adults.	2:35	0
INSIDE SOUTH AMERICA	Internet membership is growing rapidly in Brazil despite infrastructure problems.	1:55	0
CULTURE WATCH	Carl Mydans, a photographer since 1936, has an upcoming exhibit in New York.	2:40	0
CNN NEWSROOM WORLDVIEW CLOSE		:30	3

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ANCHOR DESK May 7, 1997

* NOTE: All of this week's DESKs, including the BUSINESS DESK, c
* be found at the end of the NEWSROOM Guide for April 25, 1997

TOP STORY: SWISS GOLD

1. Ask students: What was the Holocaust and what happened to Jewish-owned property during that time? What actions have focused world attention on Switzerland now? What laws have hindered the discovery of this treasure?
2. Switzerland is accused as having acted as "primary banker f Nazi Germany." Group students. Have each group search rec news publications and on-line to find speculations/revelati about Swiss bank holdings. Share findings in class. What

form(s) do these holdings take? What actions/non-actions d the Allied nations take after the war that made concealment easier? Have groups draft a "Request for Disclosure" for a country mentioned in their research, stating what they foun their research that warrants targeting that country for additional information.

3. What "position" did Switzerland take during World War II? constitutes a "neutral position" in war? Have students a) state their expectations of a nation claiming neutrality in war; and, b) compare that with what they heard in the video found in their research. Ask: Do you think Switzerland's actions were consistent with taking a "neutral" position? Students must defend their positions.

ROOTS IN ASIA: PART III

4. What is an "internment camp"? How do the former internees the video describe their experiences in the camps? What activism do they credit with "bringing their stories to lig Why might this have been so?

5. Executive Order 9066, signed by Pres. Roosevelt on February 1942, gave the military the power to exclude persons from designated areas for reasons of national security. Assign each small work group one of the internment camps to resear Have groups compile a "camp oral history" that includes:
   a. Description of selected internees' place of origin and possible, a diagram showing area proscribed by Order 9
   b. Quotes from 2-3 internees -- concerns, impressions, et
   c. Physical description of the camp, including facilities weather conditions, rules and regulations, etc.
   d. Map showing name and location of camp.

   Have groups share their "oral histories" and maps and discu the commonalties and differences among the camps. Which on were largest? Which ones had the harshest conditions? Wer they "camps" or were they jails? Explain. Then have stude create a large map showing all the camps.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Holocaust bank secrecy neutrality internment

***** ** ** * May 7, 1997 (
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******** ** ** NEWSROOM WORLDVIEW

HONG KONG PART VI: HONG KONG--HISTORY; HONG KONG--ECONOMY

1. How did syndicate corruption finally end in Hong Kong? Wha political events during the 1970s affected the lives of the people of Hong Kong? Have the class continue to construct timeline (see WorldViews 05/05 & 05/06) by gathering data a important events, people and statistics related to the development of Hong Kong during the 1970s. Be sure student include important international events such as Pres. Nixon' visit to China and the death of Mao Zedong. Ask:
   a. Considering the events of this period, what would you identify as the main factors leading to the tremendous burst of economic growth in Hong Kong?
   b. Were these factors mainly internal or external to Hong Kong? Why is the economic stimuli source important?
   c. Overall, how would you characterize the decade of the 1970s for Hong Kong?

INTERNET: http://www.pitt.edu/DOC/96/32/45772/hk.html

BRAZIL INTERNET: BRAZIL--TECHNOLOGY; INTERNET (COMPUTER NETWOR

2. What factors have caused the tremendous growth of Internet membership in Brazil? What barriers make access difficult?

Group students to a) investigate Internet growth of the worldwide, b) graph the data and c) look for patterns. Wha does the data suggest about the future of the Internet? Wh will this mean for people globally, including Brazil?
INTERNET: http://www.stat-usa.gov/bems/bemsbraz/bemsbraz.html
WORLD IN FOCUS: USA--EXHIBITIONS--PHOTOGRAPHy
3. Lead a discussion of what has been the focus of Carl Mydans photographic work and ask students to tell which pieces the find most interesting. Challenge students to organize thei own photo exhibition. Have groups follow these guidelines:
   a. Begin by selecting a theme for your exhibit. Then dec what qualities an "exhibit quality" photo has.
   b. Use that criteria to select those you wish to exhibit among photos submitted by classmates.
   c. Name the photos, state their significance on identifyi cards and organize the photos into an exhibition.

   Afterward, have the class evaluate its exhibit by judging t broadness of the audience to which it appealed and the meaningfulness of the photos included. To what extent is a photographer an artist? Why?
INTERNET: http://www.southam.com/calgaryherald/photo/photolinks.
----------WORLDVIEW: TODAY'S NEWS TERM----------
syndicates tenure priorities telecommunications privatiza audience mania poverty Great Depression landscapes chain

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Thursday, May 8,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	The World Court convicts a Bosnian Serb of wartime atrocities.	4:30	
HEADLINES	ZAIRE'S PRESIDENT HEADS FOR GABON... NEW YORK STOCK MARKET TAKES A DIVE...	:45	
SCIENCE DESK	Researchers are using MRI to learn more about the functioning of the human brain.	2:15	
LOOK AHEAD	Upcoming feature segments...	1:00	
ROOTS IN ASIA	CNN NEWSROOM visits a California high school where the Asian minority is the majority.	3:55	1
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:30	1
TOP OF THE WORLD	It was only during the 1980s that the realities of the Hong Kong handover struck Britain.	5:55	2
TESTING SCHOOLS	Testing is a way of life for students in Hong Kong.	4:15	2
INFORMATION PLEASE	A Swiss conservationist known as the "Green Man" is responsible for preserving Laos' jungles.	3:05	2
CNN NEWSROOM WORLDVIEW CLOSE		:50	3

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ANCHOR DESK May 8, 1997

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* NOTE: All of this week's DESKs, including the SCIENCE DESK,
* can be found at the end of the NEWSROOM Guide for April 25, 19

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TOP STORY: WAR CRIMES TRIAL

1. Who has been on trial at The Hague for war crimes? What wa the verdict and what is its significance? Why are some peo dissatisfied with the outcome of this trial?
2. After viewing the video, review the reasons for the conflic the former Yugoslavia and why the international community became involved. Ask students: What is "ethnic cleansing" Has ethnic cleansing been practiced in other conflicts? Wh were the results of previous trials by the international community for those who committed atrocities? Working in groups, have students research the Nuremberg Trials and dis

similarities to the current War Crimes Trials.

3. Group students to research the United Nations International Court of Justice. Why was this court created? Who preside its hearings? Who determines the verdicts? What is the so of the Court's authority? Have groups share their findings

CHALLENGE: Have each group select one case heard by the Court a research the trial and its outcome. After presenting its findings, have each group discuss the effectiveness of the Court as the world's judicial forum.

ROOTS IN ASIA: WESTMOOR HIGH

4. Explain how the composition of the student body at Westmoor High is different from that of most other U.S. high schools Cite examples from the video that show how students at West are trying to preserve their Asian heritage. Cite other examples of the acceptance of different cultures at the sch

5. Ask students to consider how the "majority" culture affects lives of all other individuals. Consider, for example, wha holidays are observed in your community. How might life be different when another ethnic group is the "majority"?

   a. After a brief discussion, group students. Have each g choose one city/region in the U.S. with a strong cultu or ethnic presence.
   b. Direct the group to research customs, practices and observances appropriate to that culture.
   c. Then have each group offer a presentation, complete wi culture-specific music, food, etc., that would give students an idea of what it would be like to go to sch in a place where this culture was the "majority."

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

The Hague Geneva Conventions Dusan Tadic majority diver

***** ** ** * May 8, 1997
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******** ** ** NEWSROOM WORLDVIEW

HONG KONG PART VII: HONG KONG--HISTORY

1. What political maneuvers went into the making of the Joint Agreement on Hong Kong? Why were the people of Hong Kong " in the dark" during negotiations? Have students continue t gather information about the events, people and other facto that affected the growth and development of Hong Kong durin the 1980s. Add new data to the chronology and look for patterns or trends.

   a. What events led up to the 1984 agreement and what role the people of Hong Kong play?
   b. In what ways was Britain's attitude toward the future Hong Kong in 1984 typical of her attitude throughout t colonial period?
   c. How was the 1984 agreement received in Hong Kong?
   d. How did the relationship between Britain and Hong Kong change during the last five years of the 1980s?

INTERNET: http://home.hkstar.com/~hyytep/page6.html

TESTING SCHOOLS: HONG KONG--EDUCATION--TESTING

2. Why are the tests so important to students in Hong Kong? H do these tests relate to future employment opportunities? students to find data on the percent of high school student attending college in Hong Kong, Britain, the U.S. and other countries. Graph the data. Which countries have the MOST selective and LEAST selective systems for college admission Why do you think some countries have more selective college admissions policies than others? Considering Hong Kong's

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situation, how well do you think the present system serves political system and the economy? What changes might you recommend? Why?

INTERNET: http://www.iohk.com/UserPages/mlau/spiduniv.html

LAOS GREEN LIFE: LAOS--NATURAL RESOURCES--REFORESTATION

3. Why is Herbert Bahler known in Laos as the "Green Man"? Wh are his plans for the reforestation of Laos? As a class, gather data about the practice of "slash and burn" farming have students draw models showing the steps in the process the effect that it has on the environment. What are the co and benefits or this practice? Why do many farmers around world use this method of farming? In your opinion, how sou is Bahler's solution to the problem? Explain.

INTERNET: http://www.gn.apc.org/LivingEarth/RainforestDBintro.ht

----------WORLDVIEW: TODAY'S NEWS TERMS----------

modernization reformist business confidence concessions dogm diplomatic channels propaganda certification boarding sch

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Friday, May 9, 1997
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** TEACHERS: INCLUDED IN THIS GUIDE ARE THE "HEADS UP" GUIDE ** FOR THE WEEK OF MAY 26 and THE GUIDE DESK PAGES FOR THE WEEK OF MAY 19.

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	President Clinton assures leaders at the Central American Summit of U.S. concern for the region and its refugees.	2:40	3:40
THIS WEEK	- Bosnian Serb convicted of war crimes. - Swiss faulted in "Nazi Gold" controversy. - Mobutu flees Zaire.	1:45	5:25
EDITOR'S DESK	For some, Internet technology is a threat to privacy and individual freedom.	2:20	7:45
HEADS UP	Check "Heads-Up" in today's Guide to find out about DESKs for the week of 5/26/97.	:25	8:10
ROOTS IN ASIA	(Part V) "In Search of Roots" helps Asian Americans investigate their heritage.	5:55	14:05
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:55	16:00
TOP OF THE WORLD	Many orphans of the Holocaust still want to know who their parents were.	3:50	19:50
INSIDE ASIA: HONG KONG	(PART VIII) The 1984 Joint Agreement began process of returning Hong Kong to China.	6:15	26:05
CULTURE WATCH	An Indian boy who starred in the movie "Little Buddha" has found his life changed.	2:40	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

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* NOTE: All of this week's DESKs, including the EDITOR'S DESK, *
* can be found at the end of the NEWSROOM Guide for April 25, 1997.*
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TOP STORY: CENTRAL AMERICAN SUMMIT

1. What is the purpose of President Clinton's participation in the Central American Summit? How does he answer Central American leaders' complaints about U.S. interest in their countries? Do you agree? Explain. CHALLENGE: Have students search news archives in the media center and on the Internet to compare U.S. involvement and interest in Central American countries in the 1980s to news coverage today. Are there differences in emphasis? Explain. How might any differences affect Congressional passage of the law to allow refugees from Central American nations to remain in the U.S. after September?

EXTENSION: Have students use information from the video and from their news research to write statements for or against passage of new immigration laws to deal with Central American refugees.

2. Central American leaders blame the end of the Cold War for the seeming "loss of interest" of the U.S. Guide students to brainstorm a list of national and international political, social and/or economic changes or events that may have affected U.S. relations and concerns in Central America.

THIS WEEK

3. In three columns on the chalkboard list the stories covered in "This Week": Bosnian Serb War Crimes; Holocaust Aftermath; Mobutu in Zaire. Have students describe each story and list possible similarities (human rights offenses, despotism) and differences (victims, eras) among them. Have students use this list to write evocative statements that might be used as a "lead-in" to this segment.

ROOTS IN ASIA, PART 5

4. What is the purpose of the "In Search of Roots" program? What has been its impact on participants?

5. What different routes did participants take in their searches? Ask student volunteers to describe how they might begin a search of their own roots. What does their family know already? What would they like to find out? Guide teams to use the Internet (http://www.genhomepage.com/full.html) and other sources to create lists of the best places to go for genealogical information for diverse ancestries.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

refugees deportation war crimes loot Kinshasa genealogy

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* The producers of CNN NEWSROOM & WorldView recommend downloading *
* the Daily Classroom Guide directly from cnn.com/newsroom or *
* learning.turner.com. If you are using another carrier for *
* retrieval of the Guide, your copy may be subject to delays. *
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May 9, 1997 (5)

NEWSROOM WORLDVIEW

HOLOCAUST ORPHAN: WORLD WAR II, 1939-1945--HOLOCAUST; ISRAEL--HOLOCAUST SURVIVORS

1. How did children become separated from their parents during the Holocaust? How is Israeli television trying to reunite some of these orphans with their families? Have students:

a. Search for information about the Jewish survivors of the Holocaust.
b. Use the data to create a picture, poem or story with images that depicts what their lives may have been like after the Holocaust was over.

If many students are participating, individuals or groups might focus on survivors in a specific country or under specific conditions. When finished, have students share their images and then use them to develop characters representing specific fictional survivors. Role playing these fictional characters, students should discuss their thoughts and feelings about the past and their concerns about the future.

a. How does one handle the loss of one's home and family?
b. How do might they have managed to continue with their lives?

For deeper understanding, invite an actual Holocaust survivor or someone who was related to or familiar with a survivor to speak to the class about circumstances of Holocaust survivors.

INTERNET: http://www.jewsforjudaism.org/library.html

HONG KONG PART VIII: HONG KONG--HISTORY; HONG KONG--POLITICS

2. How did the people of Hong Kong react initially to the news of the handover? Have students add information about the history of Hong Kong since 1940 to the class chronology and then identify the persons who have played an influential role during this period. Include specific individuals and more generic persons, such as a British business person, Chinese refugee or a Hong Kong civil servant. Have students
   a. role play these in a roundtable discussion;
   b. evaluate the effects of the last 50 years of British colonialism on Hong Kong; and,
   c. make predictions about Hong Kong's future.

   Ask students: Which characters have similar views about Hong Kong? Why might this be the case? Who views the British colonial period most negatively? How do you think this period will be taught in Hong Kong's schools in the future? Why?

INTERNET: http://www.ccs.neu.edu/home/acsm/hongkong/content.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Warsaw Ghetto	democratic demonstration	refuge	legacy
belief system	Tiananmen Square	benefactor	ingenuity

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******** ** ** NEWSROOM: "HEADS-UP" GUIDE

May 9, 1997 (4)

*** Summaries and curriculum connections for DESK segments ***
scheduled for the week of **May 26, 1997

TEACHERS, PLEASE NOTE: At an international news organization such as CNN, the news environment is a fluid one, which could result in sudden programming changes. Therefore, please be advised that segments of CNN NEWSROOM/WORLDVIEW are subject to change without notice. We regret any inconvenience.

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**MONDAY, MAY 26, 1997: NO PROGRAM/GUIDE TODAY IN OBSERVANCE OF MEMORIAL DAY IN THE U.S.

TUESDAY, MAY 27, 1997: INTERNATIONAL DESK: North Korea Soil

Competing ideologies sundered the Korean peninsula after World War II. The ensuing Korean War cemented the breach. Enmity between North and South Korea has not abated in all this time, although they share the same history and culture. Families have been separated since the division and now efforts are underway to promote ties between the two countries, including the sale of bottles of North Korea soil to South Koreans. Students will investigate the current social, economic and political climate of both Koreas to understand the impetus behind current efforts at rapprochement and analyze the chances of success.
CURRICULUM CONNECTIONS: World History; International Relations

WEDNESDAY, MAY 28, 1997: BUSINESS DESK: Reebok Executive

Joanne Borzakian-Ouellette is one of just a few female executives in the sports marketing business. She stands only 5'3" but she has become a giant in this industry. However, she says that breaking into the business side of sports was not easy for woman. Students will conduct interviews to examine the challenges facing women executives by. In addition, students will look at the highly competitive field of athletic footwear and its opportunities for men and women.
CURRICULUM CONNECTIONS: Business; Economics; Women's Studies

THURSDAY, MAY 29, 1997: SCIENCE DESK: Wind Tunnel

Since 1929, a wind tunnel at Cal Tech in Pasadena, California, has helped engineers design and test aircraft, bridges and cars. It is outdated now, but it is not "gone with the wind." Pieces of the historic wind tunnel will be displayed at the Smithsonian Museum in Washington, D.C. Students will examine how wind tunnels work, how they are used and how they have changed over the years. They will investigate the history of aviation during the life of the Cal Tech Wind Tunnel.

CURRICULUM CONNECTIONS: Physics; Physical science; Technology; History

FRIDAY, MAY 30, 1997: EDITOR'S DESK: Ashley's Ashes

In this time of best-selling, tell-all memoirs, there is one that stands out in the crowd. It is a heart wrenching story, told in the voice of a child by a retired English teacher about his miserable childhood in Ireland. Students will listen to Frank McCourt tell about his life and his novel. They will then compare their lives with his and those of other novelists such as Carson McCullers and Betty Smith and then use this comparison to write their own memoirs in their own voices.

CURRICULUM CONNECTIONS: Language Arts: Literature, Creative Writing; European History

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NEXT FRIDAY: A "Heads Up" for DESK segments for the week of June 2.

*NOTE: "Heads Up" Guides will always be written for DESK segments

three weeks in advance.

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*       * *   *   *       * *  *    *  *    *
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*       *   * *     * *    *  *  *    *  *    *
* * * *  *    **      **    *  *    *  * ** * DESK:  WHALES TALK
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1. BEFORE VIEWING: What types of communication do you think whales us among themselves. How do they sound? Do they touch? Explain.

2. AFTER VIEWING: What did you see in the video which would explain why killer whales need to communicate with each other? Have students visualize how some different animals communicate. Which types of animals communicate most like humans? Explain.

3. In the video, the researchers speak of animals learning another dialect. Have students describe situations in the wild where whales could learn how to communicate with other whales. In order to discuss cross-species communication, have the students contemplate these questions:
   a. In what situation did the dolphin learn the whale sounds?
   b. Would this type of learning between species be likely to occur in the wild? Why/Why not? Could learning the sounds of other species benefit an animal? Explain.
   c. Using the HANDOUT (pg 4), have student groups research the habitats, behaviors and ways of communicating (coloration, smell, vocalization) for 4 species (2 are given). Have them use this information to explain why certain types of communication are used by certain species and to predict which of the 4 species could learn the other's "language."

4. Have students give 2-3 possible reasons why scientists would want to study the vocal patterns of killer whales. Then, in groups of 3-4, have students a) research typical killer whale habitat/behaviors and b) formulate an answer with 3 supporting facts to this question: Is research on the communication of killer whales of any benefit to humans? Why/Why not?

EXTENSION: Much research has been done on communication patterns of primates other than humans. Have students choose a primate and use the INTERNET/other tools to research how attempts to teach the primate to communicate more humanly have succeeded/failed. Students must explore possible reasons for failures and be able to articulate the reasons for the research.

URL ADDRESSES

1. Signaling theory and animal communication: humans and animals: http://leon.econ.lsa.umich.edu/Carl/Communication/Comm.html
2. Animal communication: Can animals talk? Can they think? http://regweb.oit.unc.edu/~rfbryan/ling/
3. Human and animal systems of communication: http://www.mc.maricopa.edu/academic/cult_sci/anthro/Language/what8.html
4. Best Friends' animalNet, Best Friends Animal Sanctuary tips on communicating with your pets: http://www.bestfriends.com/topics/communicating/keyintro.htm
5. Description of whale sounds which can be heard at this site: http://www.zoology.ubc.ca:80/~adoption/sounds.html

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*****  **    **    *                                  05/19/97 (EN2)
*      *  *  *  *  *
*      *   * *   * * STUDENT HANDOUT:
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http://learning.turner.com/guidearchive/0597/NR050997.html

******** ** ** ENVIRONMENT DESK: WHALES TALK

DIRECTIONS: Work with your group to find information on the habitat, behaviors and specific communication patterns (e.g., vocalization, touching, colored body parts) of the following types of animals and two others of your choosing. After you have gathered this information, on the reverse side of this handout:

a. Explain why different species communicate in the ways that they do.
b. Explain which two of the animals (if they were to share a habitat) would be most likely to learn to communicate with each other in the wild.
c. Compare communication patterns of each animal on the chart with that of the killer whale. How are they similar? Different? Why?

ANIMAL	owls	honey bees		
HABITAT				
FOOD SOURCES				
COMMUNI-CATION				
GROUP SIZE				

05/20/97 (I1)

***** DESK: FRANCE: SMOKERS' PARADISE

1. BEFORE VIEWING: Discuss with the class the current government regulations placed on smokers. Include restrictions placed on tobacco sales and smoking sites. Ask students:
   a. What are some typical pro and con arguments raised

regarding such regulations?
b. Should tobacco sales and use be restricted? Why/Why not?
c. If yes, who do you think should be responsible for such regulations? Why?

2. AFTER VIEWING: When and where did the French government enact "no smoking" bans? Based on what you saw and heard in the video report, what appears to be the general attitude of the French to such regulations?

3. Have students cite from the video report various actions the French government has taken to regulate smoking. List these on the board. Compare these with U.S. government regulations. Then, ask students to comment on the following statement from the video: "[France's] Public campaigns on the dangers of smoking have been half-hearted." Ask: How often and in what mode do you see/hear government involvement in the regulation of tobacco products and their consumption? Be specific. Divide the class into groups.
   a. Have students in each group bring to class examples of news coverage pertaining to the government regulation of the tobacco industry (including legal cases) and government-sponsored anti-smoking advertisements/PSAs.
   b. Groups should organize their samples into categories, e.g., targeted groups (youth, women); hard- or soft-sell (be specific); size/length (time) of ad/PSA, etc.
   c. On the basis of the categories created and their analysis of ad content, ask groups to evaluate the relative effectiveness of these campaigns.

   Have groups share their media samples and conclusions in class.
   a. In their opinion, how does the government's campaign compare with that of France? Explain.
   b. What did students find MOST and LEAST compelling in anti-smoking arguments? Explain.
   c. What did they find MOST and LEAST palatable in government regulations? Explain.

   Then, challenge each group to draft a proposal for a media campaign for any level of government that claimed to be serious about regulating smoking in its jurisdiction.

4. What impact might a government's strong PR campaign have on the citizens' willingness to comply with government regulations? Divide the class into small groups and assign to each group one segment of your community. Challenge each group to:

   a. Canvass the assigned area and note the kinds of places where smoking is regulated. Remind students: Regulation includes an outright ban AND designated smoking areas.
   b. Conduct informal interviews with business owners, public officials, transportation facilitators, etc., in the area regarding citizen compliance. Write down interesting or amusing anecdotes to share in class.
   c. Organize their findings to be able to generalize about the extent of the regulations and the degree to which they are followed.
   d. Create a map of their zone, marking the sites visited and

the type of regulation in force.

e. Share findings/maps in class, describing their interviews and relating stories specific to the regulations.

Ask groups to respond to the following questions:

a. How pervasive were the regulations on smoking?
b. In what ways were citizens "notified" a ban was in force?
c. How often did you find literature related to smoking in your area? At whom was it directed (targeted group)?
d. Based on your interviews, were people willing to comply with the regulations? Explain.
e. In your opinion, is there a connection between the government's actions and the degree to which citizens have complied with smoking regulations? Defend your response.

5. Have them search the URL address on international collaboration to investigate global issues related to tobacco control.
   a. What effect does "global marketing and communications" have on the ability to regulate tobacco products?
   b. How does regulation affect economic sectors that are dependent on the tobacco market?
   c. What other issues related to tobacco consumption cross national borders?

   Discuss, then informally debate, the degree to which students feel a government ought/ought not to be involved in regulating the tobacco industry. Submit results as a school news article.

URL ADDRESSES

1. WHO Tobacco Information & Programs
   http://www.who.ch/programmes/psa/psa3.htm
2. INTERNATIONAL COLLABORATION:
   http://www.who.ch/programmes/psa/toh/Alert/4-96/E/ta10.htm
3. Smoking From All Sides: Anti-Smoking
   http://www.cs.brown.edu/people/lsh/docs/anti.html
4. Several links to anti-smoking sites:
   http://www.arf.org/otru/links.html
5. FORCES; a smoking lobby (home page):
   http://www.forces.org/forces.htm
6. Report on "deceptive" cigarette ad campaign banned in France:
   http://ash.org/deceptive.html

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***** *   * ***** ***** *     * ***** ***** *****     05/21/97 (BZ1)
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*   * *   *    **   *   *   * * *        **    **        SMALL TOWN
***** ***** ***** ***** *     * ***** ***** ***** DESK:   TOURISM
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1. BEFORE VIEWING: Name some historic sites in the U.S. Are there any businesses located in these areas? Are these historic sites open to tourists? If so, have you ever visited any of them? If you have, describe the experience.

2. AFTER VIEWING: Describe Los Rios, California. What makes it unique among historic sites? Are there any businesses in this district? Explain. Why do residents of the town fear "creeping commercialism"?

3. What is "zoning"? How are San Juan Capistrano city officials using zoning to protect historic interests in Los Rios? How does zoning work in your community?
   a. Refocus students on the video and ask: What control does the city have over commercial development in Los Rios?

http://learning.turner.com/guidearchive/0597/NR050997.html

What factors do you think city officials are likely to consider in rendering a decision on further commercial expansion?

b. Next, group students and have each group consult local government offices, real estate professionals and other resources to determine the different categories of local zoning and what kinds of businesses/facilities are allowed in each category. For example, groups will want to determine what kinds of businesses, if any, can operate under residential zoning.

NOTE: Many communities have more than one type of residential, commercial, industrial and special zonings. Depending on your class level, you may want to concentrate on the general aspects in each category or have students research each sub-category, such as the differences between light industrial and heavy industrial zonings.

c. Have each group report its findings and discuss
   i. what kinds of businesses could legally operate under each zoning;
   ii. what restrictions apply;
   iii. why students think zoning is a fact of modern life, when it is beneficial, to whom might it be detrimental and under what circumstances?

CHALLENGE: Are there any historic districts in your area? If so, challenge student groups to find the specific kinds of zoning that protect those districts and any allowances for business operation, residences, etc. Have groups explain their findings. Could your historic district face the same issues that Los Rios does, now or in the future? Discuss.

4. Group students. Each group should choose to represent one of the following at a mock zoning hearing in San Juan Capistrano:
   a. City zoning board (for voting purposes, use an odd-number of members)
   b. Mr. and Mrs. Allan Niccola, who want to turn an old home in Los Rios into a tea house
   c. Family of Steve Rios, who own and reside in Los Rios, in what they believe to be the oldest house in the state
   d. John Humphreys and Lisa Waterman, who run a cafe out of their home in Los Rios
   e. Group of individual residents who oppose further commercial expansion in the historic area
   f. Group of individuals who support opening Los Rios to business ownership and tourism as a source of revenue

   Have each group conduct research to support its position, as well as anticipate objections from opposing sides. Direct the zoning board members to also conduct research to determine some of the positives and negatives of commercial expansion and tourism. Then hold the mock hearing, with the zoning board presiding. Allow each party a specific amount of time in which to present its case and answer questions from the board. Have the board request a show of hands vote on the question of granting a business license to Mr. and Mrs. Niccola.

EXTENSION: Review the board's decision and the factors that influenced it. Discuss the general pros and cons of business expansion and tourism for any community. Have students write

brief papers in support of or rejecting increased business and tourism opportunities in your community.

STUDENTS MAY FIND THE FOLLOWING ON-LINE SITES HELPFUL:

1. Website for events in San Juan Capistrano
   http://www.sanjuancapistrano.com/EVENTS.HTM

2. Information on the city's ten-year preservation project
   http://www.sanjuancapistrano.com/MissionSJC/mission3.html

3. City of San Juan Capistrano, historic sites and images
   http://www.trainweb.com/slides/sssj.htm

4. City of San Juan Capistrano, information
   http://citynet4.excite.com/countries/united_states/california/
   san_juan_capistrano/

5. Orange County Historical Society, links to SJC sites
   http://www.ocnha.mus.ca.us/

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***** ***** ***** ***** *     * ***** *****        May 22, 1997 (S1)
**    *       *   *     * *   * *     *
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   ** *       *   *     *   * * *     *            UPSIDE DOWN
***** ***** ***** ***** *     * ***** ***** DESK:   UNIVERSE
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1. BEFORE VIEWING: Obtain a diagram of the electromagnetic spectrum from a physics text book.
   a. Make a copy for each student or make an overhead.
   b. Discuss how the various components of the spectrum differ with respect to wavelength and frequency.
   c. Discuss how electromagnetic radiation are generated and transmitted, focusing on radio waves.
   d. Develop a list of characteristics of radio waves and how these waves behave in space.

   Have students use physics or astronomy texts or scientific dictionaries to review and define the following terms that were discussed in the video:
   a. Big Bang Theory
   b. Einstein's Theory of Relativity
   c. universe
   d. galaxy
   e. radio telescope
   f. polarization

2. WHILE VIEWING: Have students note the data Nodland and Ralston have been collecting for the past 20 years.
   a. How long have they been analyzing this data?
   b. How is the data collected?
   c. How does their data analysis conflict with Einstein's Theory of Relativity?
   d. Why are these findings baffling to other scientists?
   e. What conclusions are Nodland and Ralston drawing from their observations?

3. AFTER VIEWING: Review the discussion of radio waves as a component of the electromagnetic spectrum. Discuss how radio waves are monitored and how a radio telescope operates. Divide the class into small groups and challenge each group to conduct research on one of the following topics:

a. LIGHT AND RADIO TELESCOPES. Astronomers use a variety of telescopes which collect electromagnetic radiation to study the universe.
   i. Compare and contrast light (refracting and reflecting) and radio telescopes with respect to inventors, dates of invention, what radiation is detected, how it operates (include a diagram), size, uses, etc.
   ii. Prepare a display to communicate the researched information on telescopes.

b. HISTORY AND DEVELOPMENT OF THE RADIO TELESCOPE.
   i. Conduct research on the history of the development of the radio telescope: How does this technology work? What information do radio telescopes provide for scientists?

   ii. Write and illustrate a children's book to explain this technology to young learners.
   iii. Share stories in class. Then "field test" the products on younger students.

After completing the research and products, discuss how astronomers use telescopes to learn more about the universe.

a. Concentrate on radio telescopes and the information they gather.
b. Review how Noland and Ralston's research contradicts existing theories.
c. Discuss: What would convince the scientific community that their observations are accurate?

URL ADDRESSES

1. Big Ear Radio Observatory; this Kraus-type radio telescope in Delaware, Ohio, is larger than three football fields:
   http:/www.bigear.org

2. The Wb Window to the Invisible Universe; radio telescope maps of segments of the universe:
   http:/wwwpks.atnf.csiro.au/databasees/surveys/aitoff/aitoff.html

3. Favorite Astronomy Links; links to astronomy information on the Internet:
   http:/yorty.sonoma.edu/people/faculty/tenn/AstronomyLinks.html

4. Kitt Peak National Observatory; general information on this facility:
   http:/www.noao.edu

5. AstroWeb and Astronomical World Wide Web Resources; a collection of pointers to astronomy-related information on the Internet:
   http:/www.stsci.edi

6. Information on radio telescopes:
   http:/www.rp.csiro.au

7. The Radio Telescope by Amy Schloerb; a student's report on radio telescopes:
http:/fcrao1.phast.umass.edu/education/report1.html

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***** ****** ***** ***** ***** *****  **  *****       05/23/97 (ED1)
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***    *   *   *     *   *   * ****        ***
*      *   *   *     *   *   * *   *         **    WILLIAM CLAXTON:
***** ****** *****   *   ***** *    *     ***** DESK: JAZZ PHOTOS
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1. BEFORE VIEWING: Ask students to compare black and white photographs to color photographs. Which do they like better? Of what do people take pictures and why? Are there picture subjects that lend themselves better to black and white than they do to color? Explain.

2. AFTER VIEWING: What medium -- black and white or color photography -- does William Claxton claim to prefer? Why? Invite students to consider the element of jazz. They can listen to jazz recordings, look at books of jazz performers or watch videos in which jazz is performed. Then, continue the discussion of black and white versus color photography for jazz pictures. Do they agree or disagree with Claxton? Explain, citing ideas they developed in their research.

3. In the video interview William Claxton talks about trying to shoot "like a journalist." Then, in the same sentence he discusses his work as a kind of musical history that he is shooting. Have students discuss: How do these two concepts -- photojournalism and history -- go together? Challenge students to choose an important event in history. They must then search news reports to gather the photographs that record that history. Their task is to "write" the history of the event with photographs.

4. In his book, "Young Chet," William Claxton stated that "Photography is jazz for the eye. All I ask you to do is listen with your eyes." Using the URL Address, http://jp.jazzcentralstation.com/jcs/station/newsstan/jazztime/jul96/coversto/index.html, invite students to examine some of William Claxton's most famous photo portraits. Then invite them to write a brief pictorial essay beginning with his statement that photography is "jazz for the eye." They can illustrate their essays with pictures from the 'NET.

5. In his recent book, CLAXOGRAPHY: THE ART OF JAZZ PHOTOGRAPHY, William Claxton discusses how he sets up shots:

> "I am...intrigued by the movements and body language of musicians while they play. I study them carefully [through the camera lens] before photographing them, much like I would watch a dancer, an actor, or even an ordinary person performing an ordinary task. I note how their faces and bodies reflect or catch the light; when and at what angles they look their best. I do all this, of course, while listening to their playing. In a sense, I listen with my eyes."

05/23/97 (ED2)

a. Invite students to choose a subject such as jazz

photography or soccer or cooking. They should find a person who "exemplifies" the subject for them.

b. Their task is to express their subject as clearly as possible in either black and white or color film, following the directions outlined by Mr. Claxton and the comments he made in the video, comparing his work to photojournalism.

C. Give students a deadline and arrange a showing of their work for other students and interested adults.

URL ADDRESSES

1. Jazz Times: America's Jazz Magazine, Cover Story: WILLIAM CLAXTON: Photographer By William Claxton, July/August, 1996. Links to pictures done by Mr. Claxton: http://jp.jazzcentralstation.com/jcs/station/newsstan/jazztime/jul96/coversto/index.html

2. Ray Avery: Jazz Photographer (biography and pictures): http://www.book.uci.edu/Jazz/JPRA3.html

3. Jazz Album Covers: CALIFORNIA COOL: West Coast Jazz of the 50s & 60s. NEW YORK HOT: East Coast Jazz of the 50s & 60s: http://www.book.uci.edu/Jazz/JPRA5.html

4. 27 Life Photographers Select Their Most Memorable Photographs: For this exhibition the LIFE Gallery of Photography asked the photographers to select a memorable photograph and explain the reason for their selection: http://pathfinder.com/@@Ve8sBgcAPLPH8QvL/photo/gallery/arts/life/home.htm

5. The Father of Photojournalism: Alfred Eisenstaedt: http://pathfinder.com/@@Ve8sBgcAPLPH8QvL/photo/gallery/arts/eisie/eisiebio.htm

6. About Ansel Adams: Fiat Lux: Includes an interview with Ansel Adams: comments on the photographs in 33 sound clips: http://www.book.uci.edu/AAA.html

7. Exhibitions at Zone Zero, an organization dedicated to photography. Click on pictures to see the organization's exhibition; gives short statements from artists on the motivations and thought processes that guide their photographic process: http://www.zonezero.com/exposiciones/eng4.html

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Monday, May 12,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	A devastating earthquake strikes Iran, leaving tens of thousands of casualties.	3:55	
HEADLINES	ZAIRE CHOOSES PARLIAMENTARY PRESIDENT... LEADERS PRONOUNCE SUMMIT "A SUCCESS"... POPE DRAWS HUGE CROWD IN LEBANON...	1:00	
ENVIRONMENT DESK	Fifty-five years after a major battle, Midway Island has a new "mission."	2:45	
LOOK AHEAD	Upcoming feature segments...	1:00	
CHECK IT OUT!	Deep Blue beats Kasparov in the Man vs. Machine chess challenge.	:45	1
OUR WORLD	Students and teachers make MINDBUSTERS an after-school learning experience.	3:25	1
WEBSITE	NEWSROOM on the 'NET: CNN.com/newsroom	:25	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:35	1
TOP OF THE WORLD	East Germans are learning that finding a job in a market economy can be difficult.	3:20	1
TAKING CARE OF BUSINESS	Clothing sold in the West as "Made in Hong Kong" may have been made in China.	2:35	2
INSIDE ASIA	An estimated 300 million people in India do not have adequate drinking water.	3:20	2
INDONESIA ISLAM	The largest population of Muslims in the world is to be found in Southeast Asia.	4:25	2
CNN NEWSROOM WORLDVIEW CLOSE		:30	3

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ANCHOR DESK May 12, 1997

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*  NOTE: All of this week's DESKs, including the ENVIRONMENT DES
*  can be found at the end of the NEWSROOM Guide for May 2, 1997
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TOP STORY: EARTHQUAKE IN IRAN

1. Review how earthquakes occur. Then have student work group research the movement of tectonic plates and create models diagrams to illustrate this process. Display students' wor around the classroom.
2. Where was this earthquake centered approximately? How

widespread was the damage? Who has offered emergency aid t the Iranians? What conditions are hampering relief efforts

3. Ask: What is the "Red Crescent"? With what international relief organization is it associated? Group students to research the role the International Red Cross/Red Crescent played in helping people through natural disasters. Where it provided emergency assistance in the past? Have groups share their findings and discuss previous emergency relief efforts. Why have their efforts often been more effective the relief efforts launched by governments? Discuss.

OUR WORLD: MINDBUSTERS

4. How did the MINDBUSTERS program get its start? Who actuall produces the program? Explain how high school students are involved in the show's production. How does this experienc provide students with a vocational opportunity?
5. Does your school or school system have a homework hotline?
   a. If YES: Have students find out how it works, who oper the hotline, what hours it is available and other pertinent information. Have groups combine their find into an informative brochure for students in your scho
   b. If NO: Challenge groups of students to create proposa for one. Groups will want to consider how and when th hotline will operate, as well as how it will be funded other appropriate issues. Have each group share its proposal and discuss whether such a program is feasibl for your school.
6. If possible, take your students to visit a local television station to learn more about the skills involved in producin program, -OR- invite a local television producer to the cla to give a multimedia presentation on program production. A the trip/presentation, have each student list the talents a skills he/she has that would be beneficial in this field. Encourage interested students to seek more information on t and related career opportunities.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

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******** ** ** NEWSROOM WORLDVIEW

May 12, 1997

GERMANY FACTORY: GERMANY--ECONOMIC CONDITIONS--LABOR SUPPLY

1. What economic problems plague the eastern part of Germany? What insights does the SKET company situation give into the causes of these economic problems? Have students find data the unemployment rates in a) Germany, especially in the old East Germany section; b) other eastern European countries; c) several western European countries, including England an France. Have students plot the data on graphs.
   a. How do the rates for eastern and western Europe compar
   b. How would you characterize unemployment in eastern Ger by comparison?
   c. Considering the information in the video and what you learned, how do you explain the patterns of unemployme

   Then have students complete the following tasks:
   a. Gather data about the rate of economic growth and the level of per capita GNP in each of the listed countrie
   b. Graph the data and compare it with the unemployment da
      i. What relationships do you see among the data?
      ii. Why might countries with lower per capita GNP (incomes) have lower unemployment rates?

iii. Why might one conclude that the eastern part of Germany will have a hard time in the short term b will be better off than her eastern European neighbors in the future?

INTERNET: http://www.german-usa.com/german/

TEXTILES: HONG KONG--ECONOMY; HONG KONG--TEXTILE INDUSTRY--SMUGG

2. Discuss the concern that some garments imported from Hong K may have been made in China. Then ask: If these regulation will be phased out soon, why is the situation creating conc Why do countries impose trade barriers and what types of barriers are used typically? Group students to discover th trade policies of one country. Instruct them to:

   a. Use the data to make a chart showing the tariff barrie used and the reason for those barriers.

   b. Study the chart to be able to list the broad national goals that appear to underlie these trade barriers.

   Ask: As a rule, are the trade barriers you found justified Explain. What might happen if import quotas were not impos on garments from China? If it cannot be enforced, why do y think that import quota still exists?

INTERNET: http://www.aaa.com.au/images/logos/searches/hk.shtml
http://www.slnsw.gov.au/ILANET/guides/biz.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

reunified skilled worker bankrupt albatross market eco trans-shipments quota system amenities rationing ideolo

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Tuesday, May 13,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM	OPEN	1:10	
TOP STORY	Russia and Chechnya agree to end four hundred years of hostility and warfare.	3:25	
HEADLINES	IRAN GETS EARTHQUAKE RELIEF...ZAIRE TALKS, ROUND #2...BRITAIN'S MEGA MERGER...	:45	
ON THE MAP	Facts about Brazil	1:00	
INTERNAT'L DESK	Brazil's Landless Movement works to make land ownership in Brazil more equitable.	2:40	
LOOK AHEAD	Upcoming INTERNATIONAL DESKs	1:00	1
NOW YOU KNOW	...facts about MADD	:30	1
OUR WORLD	Mothers Against Drunk Driving (MADD) is sponsoring the first Youth Summit on underage drinking.	3:10	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:00	1
TOP OF THE WORLD	Russians are trying to figure out how to pay taxes in the wake of unpaid wages.	3:20	1
TAKING CARE OF BUSINESS	Scraping together a living in East Timor continues to be a real struggle.	2:45	2
INFO PLEASE INDIA	One U.S. teenager is learning about India's many ethnic groups.	2:30	2
CULTURE	Hong Kong is getting a sacred reputation.	2:40	2
SHORT TAKE	Some lives move to a traditional beat.	1:50	2
CNN NEWSROOM WORLDVIEW CLOSE		1:15	3

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ANCHOR DESK May 13, 1997

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* NOTE: All of this week's DESKs, including the INTERNATIONAL DE
* can be found at the end of the NEWSROOM Guide for May 2, 1997

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TOP STORY: CHECHNYA

1. How long have hostilities existed between Russia and Chechn
   Review the issues in the 21-month long Russia-Chechnya war.
   a. How significant was the issue of Chechen independence?
   b. What significance do students place on the statement m

in the video segment that "the question of Chechen independence was put on hold until 2001"?

On the basis of students' responses, have them evaluate the likelihood that this agreement between Russia and Chechnya put a "full stop" to hostilities.

2. Replay the segment if needed and have students list problem endemic to both governments. Divide the class into 4 group
   a. Assign one of the following topics to each group: Russ economy, Russian social conditions, Chechen economy an Chechen social conditions.
   b. Using media and on-line resources, each group should f specific information about the conditions mentioned in video and, particularly, note any changes that occurre during this latest conflict.
   c. Have each group present statistical data in graphic fo noting specific changes in the past 21 months. Then a them to predict which condition(s) could impact the preservation of peaceful relations between Russia and Chechnya.

Reconvene the class for groups to present, compare and then discuss their findings. Ask: Given Russia's current econo (see WorldView story on Russia's taxes), how much financial will Russia be able to give Chechnya? How might Russia's citizens react to such aid? How likely is an early Chechen recovery to occur without some economic assistance? Challe students to use their data to pose possible scenarios for t year 2001, when Chechen independence is scheduled to be addressed.

OUR WORLD: MADD YOUTH SUMMIT

3. What public health-related statistics/facts underscore the to have a Youth Summit on underage drinking? Have student groups interview medical, social services and law enforceme personnel to gain an accurate profile of the use and consequences of underage alcohol consumption in your commun Then, have each group use a different method to publicize i findings, e.g., letter to the editor, poster campaign, brochure, dramatic presentation, etc. Share all of these w the general student body.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Boris Yeltsin Pres. Maskhadov grass roots alcohol poiso

***** ** ** * May 13, 1997
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******** ** ** NEWSROOM WORLDVIEW

RUSSIA TAXES: RUSSIA--GOVERNMENT--TAXATION

1. What does this story about Anna and Dimitri's financial problems suggest about the condition of the Russian economy Tell students that hard economic data for Russia is difficu to find so they will make their own "economic barometer" fo Russia. Instruct students to:
   a. Review news articles about the Russian economy from 19 1995 and 1997. Select and note data for each year tha they feel gives a sense of which way the Russian econo is heading.
   b. Use the data to write an overview of the situation in which they identify trends in the Russian economy and explain what these trends suggest about the overall situation.

Ask students: Which data do you think is most telling about condition of the Russian economy? To what extent do high

unemployment, food shortages and inflation still plague the economy? In what areas do you see improvement? Considerin all of your data, if you were a government official talking with Anna and Dimitri, what would you tell them about their economic future and that of the Russian Republic? Explain.

INTERNET: http://www.imex.com/imex/country/russia.html

EAST TIMOR ECONOMY: EAST TIMOR--ECONOMY DEVELOPMENT

2. WHILE VIEWING: List complaints that Indonesia and East Tim make about the role each has played in perpetuating the cri in East Timor. AFTER VIEWING: Have each group of students news sources to gather data about actions taken by both sid
   a. Role play Indonesian and East Timor delegates and Cris Mediators preparing for talks.
   b. Use the data to write an assessment of the situation i East Timor.

   From each group's perspective, to what extent are each side claims valid? From that same perspective, which issues are most serious and how do you think this situation might best resolved? Organize a scenario in which the mediators, who trying to help the delegates resolve their areas of conflic discuss the situation with the delegates.
   a. What issues appear to be at the center of the conflict What seems to be the best solution?
   b. What factors stand in the way of resolving this crisis
   c. What do you predict about the future of the ongoing cr in East Timor? Why?

INTERNET: http://www.ifi.uio.no/~knuttv/EastTimorRefs.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

prosperity epidemic underdeveloped insurgency Fretilin move

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                          Wednesday, May 14, 1
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Prog
CNN NEWSROOM OPEN		1:10	1
TOP STORY	A third strike at General Motors has widespread impact on the auto industry.	3:30	4
HEADLINES	PEACE TALKS DOWN TO THE WIRE IN ZAIRE... MCVEIGH TRIAL CONTINUES...	:45	5
BUSINESS DESK	In Russia, the economy suffers from inflation, and "automation" needs a helping hand.	2:25	7
UPCOMING DESKS	"Small Town Tourism" -- May 21, 1997 "Alcatraz Island" -- May 22, 1997	:40	8
WHO SAID IT?	"...I'm a-leavin' Cheyenne." Anonymous	:25	8
YOUNG RIDERS	(Part I) The spirit of the American cowboy can be seen in rodeo competition.	5:20	14
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:15	16
TOP OF THE WORLD	Controversy surrounds U.S. efforts to arm and train the Bosnian army.	3:20	19
INSIDE RUSSIA	A new computer factory is bringing needed technology to Russia.	3:10	23
TAKING CARE OF BUSINESS	Pres. Fujimori refuses to rejoin the Andean Group; he wants more free trade.	3:25	26
WHERE IN THE WORLD	EGYPT UM KALFOUN: Deceased Egyptian singer is popular with young and old.	3:05	29
CNN NEWSROOM WORLDVIEW CLOSE		:30	30

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ANCHOR DESK May 14, 1997

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* can be found at the end of the NEWSROOM Guide for May 2, 1997.

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TOP STORY: GM STRIKE

1. Describe union problems at General Motors (http://www.gm.co In what areas of the company are strikes taking place? How these strikes impact other companies besides GM? What is t major complaint of Local 717 of the International Union of Electronics Workers (IUE; http://www.iue.org)? Is a strike effective means of employee gain? Have students find historical evidence to support their claims.

EXTENSION: "We in organized labor are a social movement. We're

only institution that stands up for working men and women." Have students explain this statement by United Auto Workers (UAW; http://www.uaw.org) President Steve Yokich using curr GM strikes as an illustration. Do they agree? Explain.

2. What is "outsourcing"? Have students describe the term fro the point of view of the union worker; the non-union, international worker; management; and, the consumer. Is compromise possible on this issue? Explain.
3. How does CNN business correspondent Ed Garsten use the base analogy in this story? Is it effective? Why/Why not? Wha other sports analogies might support different stories in t news? Challenge students to choose a current news item and write a news article or script based around a sports analog

YOUNG RIDERS, PART I

4. Describe Youth Rodeos. Why are more young people becoming involved in rodeo events? Poll the class to discover the percentage of students, male and female, who would find a y rodeo exciting to join. What makes the sport enticing? Ar there difficulties in becoming involved? Explain.
5. What characteristics of the old American cowboy are embodie the rodeo? How do young riders benefit from the rodeo experience? ' Invite students to share personal anecdotes th illustrate ways participation in groups and/or on teams can have a positive impact on young people.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

United Auto Workers(UAW) strike outsourcing walkout shorta
International Union of Electronics Workers (IUE) star witn

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* The producers of CNN NEWSROOM & WorldView recommend downloadi
* the Daily Classroom Guide directly from cnn.com/newsroom or
* learning.turner.com. If you are using another carrier for
* retrieval of the Guide, your copy may be subject to delays.

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May 14, 1997

NEWSROOM WORLDVIEW

BOSNIAN: BOSNIA--MILITARY--TRAINING; INTERNATIONAL COOPERATION

1. WHILE VIEWING: Note who is arming and training the Bosnian army, the issues/controversy generated and the U.S. respons critics. AFTER VIEWING: Discuss long-term conflicts durin this century, such as that between Israel and her neighbors Pakistan/India, North/South Korea and Iraq/Iran. Have stud identify and then list the characteristics of the conflict examples of the role the military has played in that confli
   a. Did the role that the military played deter or prolong conflict? Explain. Can you generalize your conclusio to other conflicts?
   b. Compare the conditions between Bosnia and Serbia with conditions in the conflict you first studied.

   Ask students: To what extent are the situations comparable? How applicable are your earlier conclusions about the Bosni Serbia conflict? How would you respond to the U.S. actions Bosnia? Explain.

'NET: http://pathfinder.com/@@WKmTjwQAg7zz9uXJ/time/daily/bosni

COMPUTER: RUSSIA--BUSINESS ENTERPRISES; RUSSIA--ECONOMIC CONDIT

2. Group students and have each group search media resources f information about companies that have become successful in Russia in the past few years. Instruct groups to use their data to describe the company characteristics that have

contributed to their success when so many others have faile
a. What factors appear to be most important in the succes these companies? How do these factors compare with th that allowed the Kvant factory to be successful?
b. What might the government of Russia been able to help provide? What factors might prevent them from doing s
c. How important are the characteristics of the individua to their success?

Have the class make a list of suggestions that they would m to any Russian company that wanted to be successful in Russ today. Ask an international business person to evaluate th feasibility of students' suggestions.

INTERNET: http://www.unido.org/services/information/infoproduct infoproducts4.htmls

PERU ECONOMY: PERU--ECONOMIC DEVELOPMENT

3. How has the government of Peru changed its economic develop policies in the past few years? What effect does this appe to have had on the welfare of the people?

INTERNET: http://www.ddg.com/LIS/aurelia/peru.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

non-compliance Dayton Peace Accords federation privatiza

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Thursday, May 15,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM	OPEN	1:00	
TOP STORY	Russia and NATO have reached an historic agreement on security.	3:55	
HEADLINES	ZAIRE PEACE TALKS FOUNDER...GENERAL MOTORS WALKOUT ENDS	:45	
SCIENCE DESK	An artificially intelligent machine is being designed to "sniff out" trouble early, much like an artificial nose!	2:40	
LOOK AHEAD	ATLANTIS coverage; Upcoming SCIENCE DESK	:45	
YOUNG RIDERS	(Part II) Bull riding requires physical and mental preparation. Bull riding school can teach the necessary skills.	5:00	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:35	1
TOP OF THE WORLD	Conservationists are becoming concerned about the future of Brazil's wetlands.	3:10	1
INSIDE RUSSIA	A rare success is found in the story of a Russian factory that makes kiosks.	2:30	2
TAKING CARE OF BUSINESS	The current political climate is hurting Israel's tourist industry.	3:50	2
CULTURE WATCH	The rich and varied art of the 1930s is on exhibit now in Paris.	3:05	2
CNN NEWSROOM WORLDVIEW CLOSE		:50	3

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ANCHOR DESK May 15, 1997

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* NOTE: All of this week's DESKs, including the SCIENCE DESK,
* can be found at the end of the NEWSROOM Guide for May 2, 1997
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TOP STORY: RUSSIA AND NATO

1. Review with students the U.S./Soviet relationship during Wo War II. With what other countries were these two allied du that time? Then, refer students to their texts or other resources to respond to the following questions:
   a. Who were the original signers of the agreement that

established NATO ?
b. What purposes was the alliance intended to serve?
c. How did the Soviet Union respond to the creation of NA
Have students compare the list of original NATO members wit the current membership. What, if any, changes have occurre How will membership change if the current members ratify th new agreement between Russia and NATO?

2. Ask students: What concessions did Russia want from NATO? What was the outcome of those negotiations? Lead a discuss of the concerns the Russian government might have about the proximity to their borders of nuclear weapons and military forces. Then, group students. Challenge each group to fin newspaper accounts of the Cuban Missile Crisis. What comparisons might students draw between the concerns the U. government had then and the Russian government has now?

YOUNG RIDERS, PART II

3. On the basis of what they saw and heard in the video segmen have students describe how bull riding demands mental as we as physical preparation. In what ways is this typical of a sport? How does it differ from most sports?

4. Have students comment on the following quote from the video "Bull riding has its critics...[but] the sport saves many b from slaughter." Ask each student to think about how much this statement might be "truth" and how much "justification Then ask them to create "dialogues" between a bull (or bull and a human (bull rider, an aficionado of the sport, a spor writer, an animal rights activist, onlooker, etc.). Share these in class and then display in the classroom.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------
NATO Cold War Soviet Bloc Helsinki Summit bull ri

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* The producers of CNN NEWSROOM & WorldView recommend downloadi
* the Daily Classroom Guide directly from cnn.com/newsroom or
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* retrieval of the Guide, your copy may be subject to delays.

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May 15, 1997

NEWSROOM WORLDVIEW

BRAZIL WETLANDS: BRAZIL--GEOGRAPHY; BRAZIL--WETLANDS--PANTANAL

1. WHILE VIEWING: List the benefits and costs of the Hydrovia the Pantanal ecology. AFTER VIEWING: Have students gather information about wetlands in general and especially the Pantanal region. This information should be used to make models showing the ecology of a wetlands area and the poten threats from environmental changes. Discuss the models, focusing on the conflict between environmental preservation economic progress. Ask each student to decide whether to support the development plan or protect the Pantanal and explain why.

INTERNET: http://gbgm-umc.org/europe/bosnia

RUSSIA KIOSK: RUSSIA--ECONOMIC DEVELOPMENT; RUSSIA--MANUFACTUR

2. WHILE VIEWING: Note what appear to be reasons for the succ of the Tonar Factory. AFTER VIEWING: Introduce the studen to the economic concepts of "supply and demand" and "consum sovereignty." How do these concepts apply to the success o the Tonar Factory? Working in groups, the students should
a. Search news sources for information about Russia's eco

today.

b. Use findings to generate ideas about what is currently demand and what businesses might be most successful th using materials the country already has.

c. Share their ideas and, perhaps, with a businessperson' help select those that might prove most profitable.

INTERNET: http://www.lanic.utexas.edu/la/peru

ART EXHIBIT: FRANCE--MUSEUMS--MUSEUM OF MODERN ART--EXHIBITIONS

3. WHILE VIEWING: List the images that the exhibition suggest are reflective of the 1930s. AFTER VIEWING: Compile the students' lists on the board and discuss the extent to whic the exhibition presents a full picture of the 1930s. Next, direct the students to gather information about life during that period in order to identify images not included in the exhibition. Using that information, students should create their own "artistic artifact" and present it for inclusion classroom exhibition of their own. Focus the discussion on use of exhibitions as both art and propaganda.

INTERNET: http://www2.best.com/~timij/herbweb/asia.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Pantanal Hydrovia Mercosur indigenous tribes ecosy privatization division of labor peace initiative reconcilia

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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********* ** ** NEWSROOM

Friday, May 16, 1997

** TEACHERS: INCLUDED IN THIS GUIDE ARE THE "HEADS UP" GUIDE **
FOR THE WEEK OF JUNE 2nd and THE GUIDE DESK PAGES FOR
THE WEEK OF MAY 27th. NO SHOW/NO GUIDE FOR MAY 26th.

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	The U.S. space shuttle ATLANTIS is on course for another docking with MIR.	3:05	4:15
THIS WEEK	Russia/NATO agreement...Chechen War truce...Iran quake...Miami tornado...	2:10	6:25
WHO SAID IT?	"Knowledge is of two kinds..."	:30	6:55
EDITOR'S DESK	"Information overload" has many people caught between empowered and overpowered.	3:00	9:55
LOOK AHEAD	Upcoming EDITOR'S DESKs...	:40	10:35
ON THE JOB	Air traffic controllers face daily challenges as they keep the skies safe.	3:30	14:05
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:30	16:35
TOP OF THE WORLD	After three years of peace, relations in Bosnia remain strained.	3:05	19:40
INSIDE S. AMERICA	The recent hostage crisis drew attention to the Japanese influence in Peru.	2:45	22:25
CULTURE	A famous Paris art gallery is in the news.	2:45	25:10
WHO, WHAT WHERE...	For the first time in 17 years direct train service links Vietnam and China.	2:00	27:10
FAST FACT	Arm wrestling is a major event in Russia.	2:05	29:15
CNN NEWSROOM WORLDVIEW CLOSE		:35	30:00

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http://learning.turner.com/guidearchive/0597/NR051697.html

ANCHOR DESK May 16, 1997 (2)

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* NOTE: All of this week's DESKs, including the EDITOR'S DESK, *
* can be found at the end of the NEWSROOM Guide for May 2, 1997. *
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TOP STORY: ATLANTIS MISSION

1. What are the major goals of this shuttle mission? What kinds of supplies is the ATLANTIS crew bringing to MIR? Explain why this is a crucial mission for the MIR crew.
2. Who will replace the American astronaut currently aboard MIR? What kind of advice has he received about life aboard MIR? How will his knowledge and expertise be especially helpful to the crew of the Russian shuttle?
3. Ask students: What would it be like to live aboard MIR for four months? How might American astronauts feel when it was time to leave? What have they learned? Working in small groups, have students conduct research to learn more about MIR (http://www.lpi.msk.su/LPI/OD/mir.html) and the experiences the American astronauts had on board. Have groups share their findings. Challenge each student to write a journal entry for a U.S. astronaut who has been on board MIR for several months and is now going home. Have students share their journal entries.

ON THE JOB: AIR TRAFFIC CONTROLLER

4. How would you describe the job of the air traffic controller? What personal qualities/skills would one need to be successful at this career? What kind of educational background should an air traffic controller have? Why might some controllers think that their efforts go unnoticed by the public? Do you agree with them? Why/Why not?
5. Air traffic controllers execute dozens of procedures for each aircraft. Group students. Referring to the video, have each group of students choose one of these procedures and explain why the controller's accuracy is of critical importance in each case. Discuss the importance of care and precision in this and other professions.

EXTENSION: Have each group interview a person whose job performance depends upon his/her accuracy. Consider interviewing pharmacists, builders and traffic engineers. Have each group find out how miscalculations and carelessness could have serious consequences for the people who depend on these individuals. Have groups present their findings to the class.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Mir ATLANTIS Jerry Linenger Michael Foale oxygen generator
Atlanta Hartsfield International Airport ASD tower FAA

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*****  **    **    *                                    May 16, 1997 (3)
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********    **    ** NEWSROOM WORLDVIEW
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BOSNIA RELIGION: BOSNIA--RELIGION; BOSNIA--POLITICS

1. What religious groups are in Bosnia and where do conflicts exists between them? Group students to conduct research into the beliefs and background of each Bosnian religion identified. Presentations should be made by each group. Then ask groups to discuss the following: Did the conflicts in Bosnia arise from religious differences or from the background of groups who are identified by their religion? Ask student groups to use what they have learned and write down their ideas about how the situation might be improved. Share these in class discussion.

INTERNET: http://www.uwsp.edu/acaddept/geog/veg.htm

PERU JAPAN INFLUENCE: PERU--CULTURE; PERU--ETHNIC RELATIONS

2. WHILE VIEWING: Have students note the relationship between the Nikkeis and other Peruvians. AFTER VIEWING: Divide the class into two groups.
   a. Have GROUP 1 gather information about the life and culture in Lima, Peru, focusing especially on the background of the Japanese enclave there.
   b. Have GROUP 2 gather similar information about the life and culture of a comparable city in Japan.

   Working in pairs, one representing a Japanese student growing up in Japan and the other a Peruvian student of Japanese descent growing up in Peru, have students write and exchange letters about how their lives differ. Share the letters with the class and then focus a discussion on the advantages and disadvantages enjoyed by each student and the adaptations that either would have to make to live the other's life.

INTERNET: http://fadr.msu.ru/~rus-farm/home_e.html

VIETNAM TRAIN: VIETNAM--TRANSPORTATION--TRAINS

3. WHILE VIEWING: Ask students to listen for the reasons why this new train service is important. AFTER VIEWING: Distribute copies of maps of Asia to allow the students to trace the route from Hanoi to Kunming, China. Working in small groups, instruct students to research the economies of these two areas in order to gain insight into the importance of freight and passenger traffic along this route. Ask them to use what they have learned to make posters for either the Hanoi or Kunming stations advertising the new service.

INTERNET: http://metro2.k12.mn.us/~WMtotino/art.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Orthodox Christians flash point reconciliation federation
multiethnic Nikkei Tupac Amaru landmark commercial success

http://learning.turner.com/guidearchive/0597/NR051697.html

NEWSROOM: "HEADS-UP" GUIDE

*** Summaries and curriculum connections for DESK segments *** scheduled for the week of June 2, 1997*

TEACHERS, PLEASE NOTE: At an international news organization such as CNN, the news environment is a fluid one, which could result in sudden programming changes. Therefore, please be advised that segments of CNN NEWSROOM/WORLDVIEW are subject to change without notice. We regret any inconvenience.

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MONDAY, JUNE 2, 1997: ENVIRONMENT DESK: Green Education

Has environmental education gone too far, turning students into misinformed environmental fanatics by teaching only catastrophic outcomes? Are students given the opportunity to explore legitimate scientific information that may counter-balance the doomsday message? What are the facts? Good teachers seek out ways to present all aspects of a situation to students and good students are scoring well on environmental science on an international exam. Students will examine their experiences with environmental or "green education," survey the experiences of others in their community and compare to those shown in the segment.
CURRICULUM CONNECTIONS: Life Science; Environmental Education; Language Arts; Current Issues

TUESDAY, JUNE 3, 1997: INTERNATIONAL DESK: Sandoval Citizenship

When Grammy-award winning trumpeter Arturo Sandoval defected to the United States from Cuba in 1990, he was granted immediate political asylum and was even invited to the White House by President George Bush. Now, the INS is denying his application for U.S. citizenship because, for three months, just before his defection, Sandoval was a member of the Communist Party. Students will investigate the process involved in attaining U.S. citizenship and how that process is impacted by history and politics.
CURRICULUM CONNECTIONS: United States History; International Relations

http://learning.turner.com/guidearchive/0597/NR051697.html

WEDNESDAY, JUNE 4, 1997: BUSINESS DESK: Consumer Reports Lab

Dishwashers, stereo speakers, even running shoes -- before you bought it, chances are the Consumer Reports Lab tested it. For millions of consumers the non-profit Consumer Reports has been a reliable source of information on everything from cabinets to cars. Students will analyze Consumer Reports data for a variety of products, as well as investigate the processes by which dissatisfied consumers (who may not have done their homework first) are heard and compensated. Finally, students will create their own consumer lab to investigate some current scams and discuss how consumers can protect themselves and their money.
CURRICULUM CONNECTIONS: Business; Economics

THURSDAY, JUNE 5, 1997: SCIENCE DESK: The Science of Shaving

For Gillette, shaving is both big business and a science. Always striving for perfection, some Gillette employees wait and shave at work to help test new products. Students will examine what is necessary for a close, comfortable shave. They will investigate the role of science and technology in consumer product testing and design. They will explore employee testing of consumer products and calculate the time required for grooming.
CURRICULUM CONNECTIONS: Science, technology; Economics; Marketing; Mathematics

FRIDAY, JUNE 6, 1997: EDITOR'S DESK: Art of Calligraphy

Born from the stroke of a brush, Chinese calligraphy has always meant beautiful writing. Visitors can experience the rhythm and artistic beauty of this writing style at a San Francisco contemporary exhibit of four master Chinese-American calligraphers. Students will visit the exhibit through CNN's camera and analyze the connections between language, its visual expression and the spirit of a people. Through comparisons they will examine their own writing traditions and create a handwriting style to suit their personal characteristics.
CURRICULUM CONNECTIONS: Language Arts; Fine Arts; Communication

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NEXT FRIDAY: A "Heads Up" for DESK segments for the week of June 9.

*NOTE: "Heads Up" Guides will always be written for DESK segments three weeks in advance.

***** DESK: NORTH KOREA SOIL

1. BEFORE VIEWING: Review with students the history of Korea. Cite, in particular, its pre-World War II relationships with China, Japan, Russia, Europe and the U.S. Then, have students use their text or other resources to describe
   a. how Korea came to be partitioned into North and South Korea;
   b. the international climate that deepened the divisions between the two; and,
   c. the world powers with which each Korea was aligned.

2. AFTER VIEWING ask students: What does the bottle of North Korean soil symbolize for South Koreans? Although they were not shown in the video, what impact would you imagine the partition has had on North Koreans? Explain. Which Korea appears to be more proactive in healing the breach? On the basis of your earlier research, why do you think South Korea might be more apt to promote ties between the two?

3. What world powers supported North and South Korea during the Cold War? Are these relationships still intact? Have student groups use the Internet addresses below to a) find out what major powers have relationships with each Korea and b) describe nature of these relationships.

4. Discuss what students know about both North and South Korea, particularly regarding their economic growth and international relations. Then, divide the class in half, each group to represent one of the partitioned states. Instruct each group to divide the tasks listed below and then use media resources to create an economic and political profile of its assigned Korea. Describe the following:
   a. economic growth rate, major exports/imports and economic prospects, population growth.
   b. other indices used to measure the social/economic health of a nation, e.g., infant mortality rate (IMR), education (average grade levels achieved, opportunities for females, etc.), life expectancy, etc.
   c. form of government, citizen participation, human rights record, evidence of corruption, assessment of stability.
   d. international relationships, particularly, how other nations view your Korea and why.

   Have each group create a social, political and economic profile of their assigned Korea and presented it to the other group. After both presentations are completed, create a class chart to compare the "national health" of both Koreas.

05/27/97 (I2)

******** INTERNATIONAL DESK: NORTH KOREA SOIL, continued

5. How popular is the idea of reunification and would it benefit both Koreas?
   a. Have students use the Internet addresses to find out who on both sides of the DMZ support reunification, under what terms and what are the conditions and the major impediments.
   b. Have students compare the Koreas' ideologies and social and economic status (see question #4) to assess the possibilities of reunification.

   Compare the terms under which reunification could occur with those in the China/Hong Kong hand over.

URL ADDRESSES

1. North Korean food shortage; international efforts at solving the problem:
   http://korea.emb.washington.dc.us/kois/News/Features/1996/poli9.htm
2. News article on North Korea's nuclear weapons stance:
   http://www.nando.net/newsroom/ntn/world/121695/world328_15.html
3. Report/profile on South Korea's economic growth:
   http://www.globalcon.com/tradedatabase/tradedb/resource/guides/pacific/skorea.txt
4. Reasons why South Korea as a big emerging market:
   http://www.stat-usa.gov/bems/bemssoko/bemssoko.html
5. Three 1996 news reports on China's economic and political relations with North Korea:
   http://168.126.75.1/koreaherald/nknews/nk0896/nk08mft3.html
   http://168.126.75.1/koreaherald/nknews/nk0896/nk08mft5.html
   http://168.126.75.1/koreaherald/nknews/nk0896/nk08mfta.html
6. Two South Korean reactions to student demonstrations for reunification:
   http://sddt.com/files/librarywire/96wireheadlines/08_96/DN96_08_15/DN96_08_15_1s.html
   http://www.peak.sfu.ca/the-peak/96-3/issue7/koreas.html
7. Pan_Korean Alliance for Reunification:
   http://users.cybercity.dk/~ccc6338/Eng/Eng1.htm
8. Christian Scince Monitor account of reunification efforts:
   http://kimsoft.com/korea/sk-coldw.htm
9. North Korea's stake in reunification:
   http://pathfinder.com/@@Aw@T5QOA@b28gEuk/Asiaweek/96/0920/biz5.html

05/28/97 (BZ1)
REEBOK
DESK: EXECUTIVE

1. BEFORE VIEWING: Name some famous corporate executives and their companies. What do most of these people have in common?

2. AFTER VIEWING: Who is Joanne Borzakian-Ouellette? How is she unique in the sports marketing field? What was her big break?

3. Ask students: How would you describe Ms. Borzakian-Ouellette's job? In what ways is it a "dream job"? In return, what sacrifices does she make? Discuss the amount of time corporate executives commit daily and the importance of time management.

4. Have students name some athletic footwear companies with which they are familiar. Group students. Have each select one company and conduct research to determine how strong are that company's "vital signs." Groups will want to consider these factors: stock performance, market share and market expansion. Have each group make a formal presentation to the class.

5. Ask: What challenges did Joanne Borzakian-Ouellette face in her ascension to corporate leadership at Reebok? What other challenges and obstacles do women face often as they try to climb the corporate ladder? Distribute the HANDOUT (pg 2) and have direct each student to interview one woman who is a corporate executive. Have students use their findings to write an article that might be seen in a business publication about women in positions of corporate leadership.

THE FOLLOWING INTERNET SITES MAY BE HELPFUL:

REEBOK homepage, including financial information:
http://www.reebok.com

Explanation of supply and demand for athletic footwear and why REEBOK has been successful:
http://bwscampus.com/School/Hist/ECON/Shoe/Factord.html

Working women's online resources, with weblinks to other sites:
http://www.wwork.com

Issues facing women in positions of business leadership:
http://www.advancingwomen.com

National Association of Female Executives homepage:
http://www.nafe.com

***** ** ** * 05/28/97 (BZ2)
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******** ** ** STUDENT HANDOUT: FEMALE EXECUTIVE INTERVIEW

DIRECTIONS: Use these questions to guide your interview with any woman who is in a position of corporate leadership. When you are

finished, use the information you have gathered along with any additional research to help you write an article that might appear in a business publication about women as corporate leaders.

EXECUTIVE'S NAME:

EXECUTIVE'S POSITION OR TITLE:

COMPANY:

1. How would you describe your duties and responsibilities?

2. How would you describe a typical day in your business life? How much time do you usually put into your job each day/week?

3. What aspects of your education prepared you best for this position? What personal skills and qualities did you bring to this position?

4. How did you become interested in this career? What was the first step you took to get into this field?

5. Did you encounter any obstacles or challenges on your way to realizing your career goals? If so, what were they and how did you address them?

6. Of what accomplishments are you most proud?

7. What career goals have you set for yourself that you look forward to accomplishing?

8. What advice do you have for young women who would like to be in positions of business leadership in the future?

May 29, 1997 (S1)

DESK: HISTORIC TUNNEL WIND

1. BEFORE VIEWING: What makes the wind in a wind tunnel? How fast

does the air travel in one? What data is collected?

2. AFTER VIEWING: Describe the Cal-Tech wind tunnel. What is used to make the wind? How fast a wind can it make?

3. Why do you suppose the Cal-Tech wind tunnel is no longer in use? How does this wind tunnel compare with more modern ones? Is display in the Smithsonian an appropriate end? Explain.

4. What can be measured in a wind tunnel? How would these measurements benefit the engineers who design aircraft? How would wind tunnel studies benefit the consumer? Note and discuss the studies conducted in the Cal-Tech wind tunnel. Were they productive? Why/Why not? List things that could be studied in a wind tunnel. Ask: Do you use anything that might have been designed in a wind tunnel? Explain. How do wind tunnel studies make our world safer? more enjoyable?

5. Recall famous airplanes of the past. Why are they famous? What is unique/innovative about their design? How long were they in use? Are they still used today? Arrange for student access to reference materials concerning the history of aviation from 1929 to date.

NOTE: Provide media materials -- art materials, camcorder, tape player, productivity software, etc. Tell students they will be studying the history of aviation during the 68-year period of operation of the Cal-Tech wind tunnel.

a. Distribute copies of the HANDOUT and challenge them to use information from the video and other references as needed to complete the LINK.
b. Afterward, Group students. Assign each group a different decade. Using the materials provided, have them create a multimedia display detailing aviation in their decade.
c. Have students present their creations to other classes.

URL ADDRESSES:

1. Comprehensive list of projects that have utilized the Univ. of Maryland wind tunnel: http://windvane.umd.edu/wtiprojects.html

2. Includes specs/details of state of the art wind tunnel used in private industry: http://www.vigyan.com/vigyan/tunnel.html

3. Historic aircraft w/LINKS to pictures, history, specs of each aircraft: http://www.aviation.history.com/index-aircraft.htm

May 29, 1997 (S2)

** STUDENT HANDOUT: PLANE HISTORY

DIRECTIONS: Use this chart to guide your investigation of aviation during the life of the Cal-Tech tunnel. For each decade, one

airplane is listed on the chart. Research the plane's specifications (size, speed, payload, ceiling, range, etc.), uses and duration of service. Choose others of the same period to investigate.

DECADE	AIRCRAFT	SPECIFICATIONS	USES	DURATION
1930s	B-17			
1940s	X-59			
1950 s	B-58			
1960s	Concorde			
1970s	Boeing 747			
1980s	F-14			
1990s	F-17A			

05/30/97 (ED1)

DESK: ANGELA'S ASHES

1. BEFORE VIEWING: Ask students to discuss stories or novels they have read about growing up. What "voice" told the story? What made the story "good" or "bad" in their opinion? How did the

story relate to their lives? Explain.

2. AFTER VIEWING: Why do students believe Frank McCourt writes about his "miserable Irish childhood"? What do students think writing this book did for him? Invite them to compare his work with memoirs they have read. Are there any "universals" in these works? What can both an author and a reader learn from childhood memories? Explain.

3. Share the following book list with students. It was drawn from books listed in the URL book shop, AMAZON BOOKS.
   a. Divide students into reading groups and instruct them to work together in this first meeting to choose a book, either from this list or from similar stories in your media center.
   b. Give them regular meeting times during which they will share their reading and their reactions to the story.
   c. Emphasize that the only requirement in these discussions is an honest response to the story, its events, author's point of view and its relationship to their lives.
   d. In the last meeting, ask students to discuss their own lives as the subject for a story or novel. What is important to them? What memories have power?
   e. Give them a deadline and invite them to use ideas, writing devices and their own feelings to write a short story about themselves.
   f. Sponsor an author's reading (volunteers only) or publish the stories in a class literary magazine.

   HINT: URL addresses list other authors they can read online.

URL ADDRESSES

1. Angela's Ashes: Commentary by readers and other reviewers: http://www.amazon.com/exec/obidos/ISBN=0671576089/2570-4280718-219016
2. "Select Irish Writings on the Internet": Mission Statement: http://www.ncf.carleton.ca/~cr924/
3. Hunger is a series of 26 poems by Maighread Medbh, which follows a poor, rural family through The Great Irish Famine of 1845-49. http://expo.nua.ie/wordsmith/MaighreadMedbh/index.html
4. Irish-American Materials in Southern Illinois University at Carbondale Resources for Irish and Irish Immigration Studies: http://www.lib.siu.edu/projects/irish/iam.htm

EDITOR'S DESK, continued 05/30/97 (ED2)

ANNOTATED BOOKLIST OF CHILDHOOD

1. I KNOW SOME THINGS: Stories About Childhood by Contemporary Writers; Lorrie Moore, ed., Faber & Faber, 1995. Paperback ISBN: 0571198023
   Some of today's best writers capture childhood moments that are startling, comic, touching and disturbing.

2. STAY HERE WITH ME: A Memoir; Robert Olmstead, Henry Holt & Co., 1997, Paperback; ISBN: 0805053581
A fictional "memoir" of Olmstead's life. Though the main facts are true, Olmstead is gifted in the art of "embroidery."
3. THE WORRY GIRL: Stories from a Childhood, Andrea Freud Loewenstein, Firebrand Books, 1992, Paperback; ISBN: 1563410168
This pithy collection is Rachel Freud's story of growing up. Parents' stories, school stories, and friendship stories follow, each told in the voice of the teller, mostly Rachel.
4. COLLECTED STORIES. Includes "Member of the Wedding" and "The Ballad of the Sad Cafe" by Carson McCullers, Houghton Mifflin Co., 1887, Paperback; ISBN: 0395442435
5. BONE BLACK: Memories of Girlhood, Bell Hooks, Henry Holt & Co., 1996, Hardcover; ISBN: 0805041451
In this moving memoir of her childhood Bell Hooks describes her growing up in a poor Southern black family, an heir to poverty and racism, surrounded by people too wrapped up in their own struggles to offer much to her.
6. BOY: Tales of Childhood, Roald Dahl, Viking Press, 1988 Paperback; ISBN: 0140089179
Dahl tells the story of his adventures and misadventures as a child at home in Wales with his big family.
7. MEMOIR OF THE BOOKIE'S SON, Sidney Offit, St. Martin's Press, 1996, Paperback; ISBN: 0312143680
In this elegant memoir the novelist, teacher and curator of one of the country's most prestigious journalism awards, Sidney Offit, explores his complex and extraordinary father-son relationship.
8. THIS BOY'S LIFE: A Memoir, Tobias Wolff, Harper Perennial Library, 1990, Paperback; ISBN: 0060972777
Award-winning fiction author Tobias Wolff recounts his own growing up in the 1950s, creating a story that has captured the hearts and minds of thousands of readers across the country.
9. HANNAH IN BETWEEN, Colby Rodowsky, Troll Associates, 1996, paperback; ISBN: 0816737401
A moving story about one girl's determination to face the truth despite her family's denial of her mother's condition.
10. A TREE GROWS IN BROOKLYN, Betty Smith, Harper Collins,1988, Paperback; ISBN: 0060801263
Inspirational story of Francie, an Irish American girl, who grows up in a Brooklyn tenement in the '20s with an alcoholic father and a down-to-earth, but completely worn down mother

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Monday, May 19,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	Zaire's seven-month long civil war ends as rebel forces march into Kinshasa.	5:00	
HEADLINES	-AIDS VACCINE PROMISED WITHIN DECADE -PRES. CLINTON DELIVERS U.S. APOLOGY -ATLANTIS, MIR CREWS REPAIR SPACE STATION	1:15	
ENVIRONMENT DESK	Whales "talk" in squeaks and moans and recent findings suggest they may even speak in a dialect.	2:35	
LOOK AHEAD	Upcoming ENVIRONMENT DESKs...	:45	1
LIVING CLASSICS	Eighth grade students at Columbus Academy created their own opera in 9 weeks. Now, it's showtime!	4:15	1
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:45	1
TOP OF THE WORLD	The Ivory coast is trying to convince farmers and loggers to preserve the land.	4:10	2
TAKING CARE OF BUSINESS	International concern about Burma's government is hurting her businesses.	2:55	2
INSIDE RUSSIA	A religious and artistic revival is getting underway in Russia.	2:15	2
WILD KINGDOM	Thailand wants to save its wild turtles.	:40	2
CULTURE	Los Charros reminds one of Mexico's past.	2:25	2
CNN NEWSROOM WORLDVIEW CLOSE		:50	3

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ANCHOR DESK May 19, 1997

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* NOTE: All of this week's DESKs, including the ENVIRONMENT DES
* can be found at the end of the NEWSROOM Guide for May 9, 1997

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TOP STORY: ZAIRE

1. Ask students to assess the mood of the people of Zaire, bas on what the students viewed in the segment. Is there more one reason why the people appear to be celebrating? Explai
2. What action touched off the ensuing seven month civil war? would the Banyamulenege resist a return to Rwanda? Group

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students and have each group use media and other resources
a. Discover why the Banyamulenege migrated to Zaire "over years ago" and why, after all that time, Zaire attempt to send them back to Rwanda.
b. Create a profile of the Tutsi and Hutu peoples and discover the historical and recent conflicts between t
c. Determine the ethnic breakdown in Zaire and Rwanda and particularly, where Tutsi and Hutu communities reside their relative political strength.

Share findings. Ask: Historically, what has been the relationship between the Tutsi and Hutu? Discuss the facto that have contributed to their long-standing conflicts and each group contribute to a Tutsi-Hutu connection timeline.

EXTENSION: Using a map of Africa, have students note other countries in the proximity of Zaire and Rwanda where Tutsi Hutu populations may have migrated. What has been the relationship between these two cultures in other countries?

LIVING CLASSICS: OPERA

3. What process did the students at Columbus Academy follow to create their own opera? What did they gain from the experience? Ask students to recall and share with the clas efforts in which they collaborated that approximated the feelings expressed by the students in the video segment.
4. Challenge student groups to write a brief outline for an op play or motion picture script. Share and critique these in class, then have each group express what they found to be m difficult and most rewarding in working on a group product.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Mobutu Sese Seko Laurent Kabila Democratic Republic of Co
Banyamulenege Kinshasa Tutsi Hutu audience developm

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* The producers of CNN NEWSROOM & WorldView recommend downloadi
* the Daily Classroom Guide directly from cnn.com/newsroom or
* learning.turner.com. If you are using another carrier for
* retrieval of the Guide, your copy may be subject to delays.

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May 19, 1997

NEWSROOM WORLDVIEW

BURNING FORESTS: IVORY COAST--NATURAL RESOURCES--FORESTS

1. BEFORE VIEWING: Instruct students to divide a piece of pap into two columns. WHILE VIEWING: Write the causes of the deforestation in Column 1 and the effects of the deforestat in Column 2. AFTER VIEWING: Lead a discussion of the patt perceived in students' data. Then, divide the class into groups. Assign to each a different topic concerning the Iv Coast, in particular its geography and economy and includin its natural resources and land use, as well as who owns the land and what alternatives exist to the traditional slash a burn farming and logging. Share findings then, as a class, this data and other relevant information to suggest alternatives to the country's current economic practices an what it might take to make the needed changes.

INTERNET: http://www.execulink.com/~bruinewo/ivory.htm

SANCTIONS: BURMA--ECONOMIC CONDITIONS; BURMA--FOREIGN INVESTME

2. WHILE VIEWING: List the effects of the unilateral sanction Burma. AFTER VIEWING: Have students examine each effect o their list and determine who in Burma is hurt and what effe

sanctions will have on the government. Have students list other countries on whom the U.S. has placed unilateral sanctions over the past four years. Group students and divi these countries among the groups. Instruct groups to

a. use media and other sources to find out why the sancti were imposed and the impact they had.

b. share their findings and work together to evaluate the effectiveness of the sanctions imposed.

Ask each group to identify on a map each country assigned t them, relate information about the sanctions, and discuss t group's evaluation of their impact. As a class, discuss th overall effectiveness of sanctions as a foreign policy tool Then, based on the positions taken and arguments used, have each group write a letter to the President or the Secretary State supporting/criticizing this type of action.

INTERNET: http://www-uvi.eunet.fr/Keywords/7/my/ar/myanmar.html

RUSSIA EASTER ART: RUSSIA--RELIGION; SOCIAL LIFE AND CUSTOMS

3. What is the significance of the decorations painted on the eggs? Distribute art supplies and allow students to paint make drawings of eggs using their own themes. Ask: Why are artistic traditions important to preserve?

INTERNET: http://www.isisnet.com/amorash/ukregg.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

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CNN NEWSROOM & WORLDVIEW — Turner Le@rning

Tuesday, May 20,

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********* ** ** NEWSROOM

Title	Program Rundown	Segment	Pro
CNN NEWSROOM	OPEN	1:00	
TOP STORY	There is an uneasy calm in Zaire.	3:10	
ON THE MAP	Facts about Zaire's name change...	1:00	
HEADLINES	-CLINTON WANTS RENEWED MFN FOR CHINA...	:45	
	-CYCLONE BATTERS COAST OF BANGLADESH...		
INTERNAT'L DESK	The French are not taking smoking warnings and regulations very seriously.	2:35	
LOOK AHEAD	Look for information on upcoming DESK segments each Friday in the "Heads Up" section of the GUIDE.	:45	
HUDSON RIVER	(Part I) Some long-time residents see a cleaner river as a mixed blessing.	4:55	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:30	1
TOP OF THE WORLD	Japan is reconsidering the U.S. lease on the Okinawa naval base.	2:40	1
THAILAND STRESS	Rapid economic growth in Thailand has caused increased stress among Thai workers.	3:00	2
WILD KINGDOM	Britain increases restrictions on hunting wild animals.	2:00	2
TAKING CARE OF BUSINESS	The global computer market is growing.	2:05	2
INSIDE ASIA	China enters the global film market.	3:05	2
CNN NEWSROOM WORLDVIEW CLOSE		:30	3

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ANCHOR DESK May 20, 1997

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plumbing or electricity. After focusing students on this information, divide them into groups.

a. Tell each group that the United Nations has appointed as a special task force to study the problem of povert Zaire and to draft a list of practical recommendations

b. Assist groups in collecting information on the social, political and economic factors associated with this is and in discussing possible recommendations.

Have each group share its recommendations with the class. Discuss the feasibility of each proposal.

3. Even before Mr. Kabila declared himself president, U.S. authorities began to stress to him the importance of a peac transition of power. Ask: Why do you think this peaceful transition is so important to the U.S.? In discussion, hav students consider how the U.S. might try to persuade Mr. Ka to conduct a non-violent transition to his new government. Then challenge each student to write a letter, acting as U. President Clinton, encouraging Mr. Kabila to promote a peac end to the rebel takeover of Zaire.

HUDSON RIVER: PART I

4. How has Everett Nash made his living over the past 40 years What has happened to his livelihood in that time? What doe blame for this change? Why?

5. According to biologist Kathy Hattala, what is the role of chlorine in the decrease in the Hudson's shad population? does she believe is a bigger threat to the shad? Why?

6. Group students. Have each group choose one river in the U. and conduct research to learn whether life on that river ha changed over the past 50 years and, if so, how. Groups wil want to consider such factors as the river's biodiversity, commercial and residential development and pollution. Have each group present its findings in a multimedia format.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

exile Laurent Kabila democracy Hudson River chlorine

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******** ** ** NEWSROOM WORLDVIEW

May 20, 1997

OKINAWA LEASE: JAPAN--POLITICS; JAPAN--UNITED STATES--MILITARY B

1. WHILE VIEWING: Note the issues between the government of Okinawa and the central government in Tokyo. AFTER VIEWING Ask students working in small groups to gather information about the structure of Japan's government and then use thei data to make a diagram showing

a. the relationship among the branches and levels and

b. how decisions are made and how legislation is passed.

Reconvene the class and focus discussion on why people in Okinawa might feel left out of the decision-making process. Groups should then reconsider their diagram and suggest cha that might increase local input into national legislative decisions.

INTERNET: http://www.pref.okinawa.jp/

THAILAND STRESS: THAILAND--ECONOMIC DEVELOPMENT; STRESS (PHYSIOL

2. WHILE VIEWING: List reasons for the increased stress in Thailand and the steps that have been taken to help people reduce their stress. AFTER VIEWING: Ask: What relationsh might exist between economic development and stress?

a. Have students consider, then investigate, cultural cha and changes in values and roles in order to identify factors that contribute to increased levels of stress

dramatic changes occur, particularly in traditional cultures.

b. Then, place the term stress in a circle in the middle large sheet of paper. Instruct students to use their research to identify causal factors that should be pla around that center.

Identify and discuss the most significant factors and wheth or not stress is an essential part of change.

INTERNET: http://apme.com/stress3.htm

INTERNET: U.S.--INTERNET (COMPUTER NETWORK); INTERNET (COMPUTER NETWORK)--INTERNATIONAL COOPERATION

3. WHILE VIEWING: Have students list the companies involved a the initiatives they have taken to gain a share of the international Internet market. AFTER VIEWING: Use the Internet and other sources to assess the extent to which th 'Net is global. How will increased international connectio change the character of the Internet?

INTERNET: http://www.vettweb.net.au/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

prefecture blood sports stress levels Western values cli relaxation therapy Internet Ethno-content decadent loyal

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                              Wednesday, May 21,
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM	OPEN	1:00	
TOP STORY	Clinton Administration and U.S. Congress debate China's Most Favored Nation status.	3:40	
HEADLINES	KABILA ARRIVES IN KINSHASA; BANGLADESH CYCLONE RENDERS 800,000 HOMELESS	1:10	
BUSINESS DESK	Historic San Juan Capistrano, CA, debates "creeping commercialism."	2:35	
LOOK AHEAD	Upcoming BUSINESS DESKs...	:40	
WHO SAID IT?	"All art is but imitation of nature." Lucius Annaeus Seneca, Roman philosopher	:30	
HUDSON RIVER	Some people consider The Hudson River School the first American art form.	4:40	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:00	1
TOP OF THE WORLD	Russians struggle with problems connected with the transition to a market economy.	3:10	1
POLITICAL FRONT	Many people wonder why John Major and the Conservatives lost the recent election.	4:10	2
INSIDE ASIA	Environmentalists want to save the world's largest mangrove forest from disaster.	2:30	2
WHERE IN THE WORLD	An interesting discovery merges the kitchen with the highway in Japan.	3:05	2
CNN NEWSROOM WORLDVIEW	CLOSE	:50	3

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ANCHOR DESK May 21, 1997

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* NOTE: All of this week's DESKs, including the BUSINESS DESK
* can be found at the end of the NEWSROOM Guide for May 9, 1997

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TOP STORY: CHINA: MOST FAVORED NATION

1. What issue/issues could raise the possibility, expectation even, that the U.S. might seek to impose unilateral trade sanctions against China? On what nation have sanctions bee imposed recently? Why? (See WorldView 05/19/97 for discuss and activities regarding U.S. sanctions against Burma/Myanm
2. Have students compare the reasons why Burma was sanctioned those that could earn sanctions against China. Then, elici from students their opinions regarding the difference in treatment the two countries have received and why. Ask: H

do you think the international community might regard this "double standard"? Explain.

3. What does "Most Favored Nation" status mean? What is the export-import trade relationship between the United States China now? Group students to use information from the vide and other resources to create an export-import profile of t trade relationship between China and the U.S.
   a. What kinds of products do they trade and in what volum
   b. What U.S. business interests rely on this trade?
   c. What U.S. consumer interests rely on this trade?
   Reconvene the whole class to share information and analyze relative importance to both nations of maintaining trade relations. Then ask students: To what extent might China's population numbers and rising influence among the "Asian Tigers" affect how the U.S. deals with China? Explain.

HUDSON RIVER: PART II

4. What kind of art form distinguishes "The Hudson River Schoo What was "significant" about this school?
5. Painter George Wexler said the Hudson River School painters were effective in "creating mood and handling light." Shar with the class samples of work from this period and ask the look for the qualities that interested Wexler.

EXTENSION: What similar motifs can students find in writers of same period (Washington Irving, William Cullen Bryant, etc.

6. Wexler said about painters, "...you can't escape your time. enters your paintings...." Elicit from students the elemen of their "time" that they would expect to enter modern paintings and explain why. Challenge them to find at least such example and either bring in a photo or describe the wo in class.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

sanctions MFN World Trade Organization Bangladesh cyc Hudson River School landscape art Thomas Cole George We

***** ** ** * May 21, 1997
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******** ** ** NEWSROOM WORLDVIEW

TRACTORS/TAXES: RUSSIA--ECONOMIC CONDITIONS; RUSSIA--ECONOMIC PO

1. WHILE VIEWING: List examples of how the workers' lives hav changed in Vladimir since the end of the Soviet system. AF VIEWING: Working in small groups, have students gather information about the conditions in Russian factories and r communities and use this data to
   a. test the extent to which the story of the Vladimir Tra Factory is typical of the current situation or is an isolated incident.
   b. role play workers with the teacher playing the role of Bakalainik.
   Afterward, focus students' attention on the alternatives op to the workers and how they might act differently had they grown up in a true market economy. Finally, group "workers write a plan of action based on their experience. Share th plans and discuss the feasibility of each.

INTERNET: http://www-osp.stanford.edu/Moscow/links.html

WHAT WENT WRONG: BRITAIN--POLITICS--ELECTIONS

2. WHILE VIEWING: Note the reasons given to explain why John Major and the Conservative Party lost the recent elections. AFTER VIEWING: Have each group of students
   a. search media resources for news and commentary on John Major's administration.

b. use this information to make a poster displaying his successes and failures as Prime Minister.

c. evaluate the reasons given to explain his election def Reconvene the whole class to share the results of the group analyses and to reach consensus on the true causes of the election loss.

INTERNET: http://auvm.american.edu/~yl0998a/major.htm

BANGLEDESH MANGROVES: BANGLEDESH--ECOLOGY--SUNDARBAN FOREST

3. Why is the Sundarban Forest important to the region? Lead class discussion of the importance of forests to the ecolog balance. Then, group students to gather information about Sundarban Forest, the dam on the Ganges and the people who in the region. Have each group use the data to draw a mode showing the relationship among these parts. Share the mode and focus a follow-up discussion on alternatives for solvin the situation, the costs of solving the problem and the cos on not doing so.

INTERNET: http://dc.isx.com/~mkamal/bangla.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Falklands War "Thatcherism" Tories Sundarban mangrove ecosy

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Thursday, May 22,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	The prosecution rests its case in the Timothy McVeigh Oklahoma bombing trial.	3:25	
HEADLINES	POLITICAL CRACKDOWN IN BURMA...	:30	
SPACE IS THE PLACE	MIR, ATLANTIS "undock"...More pictures of Mars...National Space Day...	:45	
SCIENCE DESK	New research is putting a twist on our concept of the universe.	2:30	
LOOK AHEAD	In tomorrow's GUIDE: DESKs for the week of June 2 and a "Heads Up" for the week of June 9.	:50	
ALCATRAZ	Once the most notorious prison in the U.S., Alcatraz now attracts tourists.	4:35	1
SUMMER'S COMING	...but NEWSROOM is not going anywhere! Stay tuned for news all summer long!	:30	1
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	1
TOP OF THE WORLD	Reports of the pending collapse of North Korea are, at the very least, exaggerated.	3:35	1
INSIDE EUROPE	Freedom from Soviet control has led to a constant struggle in Bulgaria.	2:45	2
POLITICAL FRONT	Boris Nemtov and Boris Yeltsin are both working to reform the Russian economy.	5:10	2
CULTURE WATCH	Some in India suggest that plant aromas might help people relieve stress.	2:15	2
CNN NEWSROOM WORLDVIEW CLOSE		:30	3

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ANCHOR DESK — May 22, 1997

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*   NOTE:  All of this week's DESKs, including the SCIENCE DESK,
*  can be found at the end of the NEWSROOM Guide for May 9, 1997
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TOP STORY: MCVEIGH TRIAL

1. Describe some of the testimony witnesses gave as the prosecution wrapped up its case. What kind of reaction did this testimony evoke from some jurors and victims' relative Why did the prosecution post pictures of victims in the courtroom? Do you agree with this strategy? Explain.
2. Today the defense begins to present its case in Timothy

McVeigh's trial. What will the defense attempt to establis
a. Generate a brief discussion about the meaning of the t "reasonable doubt." Why do defense attorneys want to create a reasonable doubt in the minds of the jurors? might they attempt to do this?
b. Working in small groups, have students research this c so far and make lists of possible points of reasonable doubt. For example, one woman injured in the bombing scheduled to testify as a defense witness because her description of a man she says she saw leaving the rent truck does not match Timothy McVeigh.
c. Have each group share its list and discuss whether eac point is likely to create a reasonable doubt. Ask: If were sitting on this jury, would you have doubts about prosecution's case based on these points? Explain.

ALCATRAZ ISLAND

3. What is "The Rock"? Why do you think it is such a popular tourist attraction?
4. Who were some of the criminals that served time at Alcatraz What were their lives like behind this prison's walls? How the physical structure contribute to the sense of isolation finality? Group students. Have each group of students a) practice role plays between a long-time inmate and a report and then b) choose a role play to present to the class.
5. Invite a judge, attorney, prison official or other criminal justice specialist to address the class on the differences between crime and punishment in the days of Alcatraz and to Ask the speaker to address the issues of punishment and rehabilitation and discuss their role in criminal sentencin After the talk, generate a class discussion as to whether o not Alcatraz could operate as a federal prison today just a did a quarter of a century ago.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

graphic testimony solitary confinement inmate doom and g

May 22, 1997

NEWSROOM WORLDVIEW

NKOREA ON THE BRINK: NKOREA--POLITICS; NKOREA--ECONOMIC CONDITI

1. Ask students: Why did the reporter feel the North Korean government is NOT near collapse? List these reasons on the board. Then group students to find economic information ab North Korea from news reports published in the past 5-6 yea
   a. Tape a large, blank piece of paper along one wall to u as a class chronology of that period.
   b. Allow students to write their data under the appropria years with annotations explaining their entries.
   c. When completed, study the chronology for trends and dr conclusions about the changing situation in North Kore
   d. Focus your initial discussion on those conclusions and extent to which they agree with those of the reporter.
   e. Further discussion should focus on the accuracy of the information gathered by the students and the reporter.

   Ask students: If reporters are controlled while in North Ko how might this affect the quality of their information and would this affect your conclusions? Finally, using all of information learned, have each student write predictions ab the future of Korea and place it in a sealed envelope to be opened at a predetermined time.

INTERNET: http://pisa.rockefeller.edu:8080/Bulgaria/

TROUBLED TIMES: BULGARIA--ECONOMIC CONDITIONS

2. What problems currently plague Bulgaria? What population sectors seem to be affected most?
   a. Challenge students to use the video report and other resources to describe the conditions in Bulgaria, especially the capital of Sofia, ten years ago and tod Identify changes that have taken place.
   b. Discuss these changes and their effect on the people o Bulgaria.
   c. Then instruct each student to use that information to write editorials for the Sofia newspaper from the perspectives of Bulgarians on their reaction to the changes and where they place the blame for their curre situation.

   Share the editorials in class and discuss their accuracy an the factors Bulgarians might cite as cause for their situat Evaluate each factor in order to gain insight into the situation.

INTERNET: http://www.yahoo.com/text/Regional/Countries/Korea__No

----------WORLDVIEW: TODAY'S NEWS TERMS----------

defection personality cult ideologue aroma the
essences cosmetologists endorphins nature the

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******  **   **   *                                    Friday, May 23,
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*********   **   ** NEWSROOM
**   TEACHERS:  INCLUDED IN THIS GUIDE ARE THE "HEADS UP" GUIDE
                          FOR THE WEEK OF June 9 and
                    THE GUIDE DESK PAGES FOR THE WEEK OF June 2.
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	Iranians choose a president for the first time in 18 years.	4:00	
THIS WEEK	- President Kabila renames Zaire. - Timothy McVeigh's defense begins. - U.S. criticizes Burma and China on human rights. - Space is news on U.S. Space Day.	2:45	
ON THE JOB: ER DOCTORS	National Emergency Medical Services Week recognizes health care workers.	3:20	1
THIS SUMMER	Check into cnn.com/newsroom.	:35	1
EDITOR'S DESK	William Claxton presents jazz through his black and white photographs.	2:35	1
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	1
TOP OF THE WORLD	Another major scandal rocks Japan's pachinko gambling industry.	2:45	1
IDENTITY DOUBTS	Denmark is trying to find its place in a fast-changing Western Europe.	3:35	2
IRAQI FARM LIFE	Iraq's farmers weather the embargo much better than people who live in the cities.	2:05	2
CLASSICAL MUSIC	India's classical music stars, for the first time, have agreed to be filmed.	4:55	2
CNN NEWSROOM WORLDVIEW CLOSE		:45	3

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ANCHOR DESK — May 23, 1997

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*  NOTE:  All of this week's DESKs, including the EDITOR'S DESK,
*  can be found at the end of the NEWSROOM Guide for May 9, 1997
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TOP STORY:  ELECTIONS IN IRAQ
1.   Why is Mohammad Khatami an unusual front-runner for Iran's
     first presidential election in 18 years?  Who seems most li
     to vote for him?  Why?
EXTENSION:  Assign a small group of students to research politic
     history in Iran over the past 20 years.  Have this group
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a. create an annotated political time line that can be us to explain the significance of the upcoming election.
b. debate the fairness and freedoms represented in an election in which the government chooses the candidate

2. Explain the following quote from the video: "Even many of uptown affluents who usually boycott elections say this tim they'll vote for him. This time they'll get involved." Wh might people boycott an election? What is the impact of su boycott? How might these "new" voters affect these electio

THIS WEEK

3. Have students select one of the stories covered in "This We -- Zaire/Democratic Republic of Congo; Oklahoma City bombin trial; Burma and China; or, U.S. Space Week -- and explain global significance. Which story(ies) might have the great global impact -- political, economic and social? Why?

ON THE JOB: ER DOCTORS

4. BEFORE VIEWING: Why might someone choose a career in emerg medical services? AFTER VIEWING: What characteristics/ qualifications were important to the ER doctors interviewed Would such a career appeal to you? Why/Why not?

5. Doctors are only one group within the health care professio Have students create a list of other jobs related to health care in general and emergency care in particular. What are similarities and differences among the jobs? Consider education/preparation, responsibilities, reward.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Mohammad Khatami opposition parties left wing-moderate coalit
Pres. Laurent Kabila residency emergency medicine tra

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* The producers of CNN NEWSROOM & WorldView recommend downloadi
* the Daily Classroom Guide directly from cnn.com/newsroom or
* learning.turner.com. If you are using another carrier for
* retrieval of the Guide, your copy may be subject to delays.

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May 23, 1997

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******** ** ** NEWSROOM WORLDVIEW

JAPAN PACHINKO: JAPAN--ENTERTAINMENT; JAPAN--GAMBLING--PACHINKO

1. WHILE VIEWING: List the reasons for criticizing Pachinko playing. AFTER VIEWING ask: How does playing Pachinko rese an addiction, as discussed in the video? Group students to media and community resources to find information about how why people gamble and the kinds of gambling specific to selected countries. Have groups discuss their findings amo themselves first then, as a class, share the information an the conclusions each group made about the importance of gambling to humans.

EXTENSION: Invite a psychologist/other expert on addictive beha to speak to the class to help students better understand th behavior. Have students use what they have learned to writ evaluation of the significance of Japanese Pachinko playing share it with the class.

INTERNET: http://www.pachinko.co.jp/eng/eindex.html

IDENTITY DOUBTS: DENMARK--POLITICS; EUROPEAN UNION

2. What objections do some Danes appear to have about their fu as part of the European Union? Gather information about li conditions in Denmark. Then, have each student contribute classroom-sized montage of images, words and statistics tha capture their image of life in Denmark today. When complet

have each student write a characterization of life in Denma based on his/her interpretation of the montage.
EXTENSION: Gather information about the European Union and desc the advantages participation is supposed to provide. Group students to conduct discussions as Dane and European Union groups. On completion, have the Danes vote to join or reje the Union with an explanation of their reasoning.
INTERNET: http://www.nosc.mil/planet_earth/countries/Denmark.htm
IRAQI FARM LIFE: IRAQ--ECONOMIC CONDITIONS; IRAQ--AGRICULTURE
3. WHILE VIEWING: Note the reasons why rural life has advanta over urban life in Iraq today. AFTER VIEWING: Gather data about the size and distribution of the population Iraq. Pl this on a map showing the major cities, farming areas and w sources. Focus class discussion on how the geography of t region contributes to the farmers' advantages and whether o not those advantages will continue.
INTERNET: http://www.arab.net/iraq/business/iq_economy.html
----------WORLDVIEW: TODAY'S NEWS TERMS----------
leisure market misperception addictive behavior sanct
fixed salaries classical music documentary film iconoc

May 23, 1997

** NEWSROOM: "HEADS-UP" GUIDE
Summaries and curriculum connections for DESK segments scheduled for the week of June 9, 1997*
TEACHERS, PLEASE NOTE: At an international news organization s as CNN, the news environment is a fluid one, which could result sudden programming changes. Therefore, please be advised tha segments of CNN NEWSROOM/WORLDVIEW are subject to change witho notice. We regret any inconvenience.

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MONDAY, JUNE 9, 1997: ENVIRONMENT DESK: Cuba's Plague
Hard times have hit Cuban farmers who are witnessing a plague th is devastating their crops. A microscopic insect is destroying plants by infesting their leaves. So far, every pesticide used treat the plague has proven ineffective. The Cuban government h accused the U.S. of unleashing planeloads of this pest on their farmlands. Meanwhile, the government is losing credibility as i loses the war against the plague. After viewing this segment, students will examine pesticides and their effects on the pest a the environment, as well as biological means of controlling pest They will also consider the impact of such a plague on biodivers
CURRICULUM CONNECTIONS: Life science; biology; current issues
TUESDAY, JUNE 10, 1997: INTERNATIONAL DESK: Hong Kong Civil Lib
Expectation and anxiety have marked Britain's imminent handover China of its former colony, Hong Kong. Most of the concern has centered on the fate of the civil liberties that Hong Kong citiz enjoy now. China has assured the British and Hong Kong citizens that China will preserve Hong Kong's way of life for 50 years af the handover. However, considering the restrictions China place such liberties for mainland Chinese and China's actions in the l year, many Hong Kong residents and others in the international community have expressed concerns that China will not keep its promise. Students will compare China's official position regard Hong Kong with its subsequent actions and with its policies for mainland in order to predict potential outcomes for Hong Kong.
CURRICULUM CONNECTIONS: International Relations

WEDNESDAY, JUNE 11, 1997: BUSINESS DESK: Anti-ad Awards
Each year, the advertising industry awards creativity and excell in its field by recognizing the "best" ads. The "Smios" are the media critics' answer to these awards. Instead of rewarding creativity, however, the Smios target ads that, according to med critics, "detract from the quality of our lives." Students will look at different ads and analyze what they say about the societ which we live. They will also examine other advertising awards offer their own nominations for different categories.
CURRICULUM CONNECTIONS: Business; marketing
THURSDAY, JUNE 12, 1997: SCIENCE DESK: Smart Gels
Massachusetts Institute of Technology Professor Toyoichi Tanaka invented a gel-like material that can be used to perform a numbe tasks. This material is a polymer that can be swollen and shrun repeatedly to create motion or work. The potential applications range from treating wounds to making better skates. Students wi learn what a polymer is, how polymers are made and how they are used. They will use common ingredients to synthesize their own like polymers.
CURRICULUM CONNECTIONS: Chemistry (polymerization)
FRIDAY, JUNE 13, 1997: EDITOR'S DESK: Computer Yearbooks
Remembering a long-lost classmate used to require digging out th old yearbooks and searching their dusty pages. In the years to students at Milwaukee's Marquette University will "dig" through ROM. Electronic yearbooks are becoming the "memory keeper" of choice for many schools. Students will compare and contrast electronic yearbooks with the "pen and ink" variety for usefulne and pleasure. They will invent ways to use the technology of CD to improve on the old bound yearbook as a keeper of precious memories.
CURRICULUM CONNECTIONS: Language Arts; Fine Arts; Communication
NEXT FRIDAY: A "Heads Up" for DESK segments for the week of Jun 16.
*NOTE: "Heads Up" Guides will always be written for DESK segmen three weeks in advance.

BEFORE VIEWING:

1. Gather texts, reference books, magazines and newspapers dea with environmental science or ecology. If possible, obtain variety intended for readers of varying ages. Then discuss these terms: brainwashed, catastrophic, doomsday, liberals, conservatives, environmental education and green education.
2. Have small student groups scan print sources for attitudes toward environmental issues (e.g., global warming, recyclin effects of air or water pollution) and then answer:
   a. Do these information sources present unbiased informat
   b. Should resource present an unbiased view? Why/Why not
   c. Is this a publication intended to inform (textbook) or persuade (newspaper editorial)?

   Have students support their answers with specific evidence the resource and then discuss how environmental issues are presented in each. Which one should present factual informa in an unbiased manner? Challenge students to predict which addresses listed below, if any, will present issues in an unbiased manner. Ask: On what did you base your prediction

WHILE VIEWING:

3. Note how many texts have environmental topics. What evidenc cited in video? Who's upset by the presentation in some te

AFTER VIEWING:

4. Compare presentation methods of materials reviewed earlier those in the video. Do any present a biased or catastrophi view of environmental issues? Cite examples and discuss th purpose/function of each. Is it intended to inform or persu Ask students to reflect on their experience with environmen issues in texts and compare with those in the video.
5. Group students; distribute survey copies. Each group will survey 10 people to determine if they have been turned into eco-fanatics by what they have read in texts. Compile/disc results and discernible trends. Compare/contrast experienc of those surveyed, the students and those shown in the vide What role have texts, other sources and teachers played in student's green education? What role should each play? Ha students write essays describing their green education.

URL ADDRESSES

1. National Wildlife Federation for Kids: http://www.nwf.org/kid
2. PA. Dept. of Environmental Protection: http.//www.dep.states.pa.us/dep/deputate/enved/school_zone.ht
3. Sierra Club Environmental Education: http://www.sierraclub.org/education
4. Environmental programs/activities students can do at any zoo: http://www.rice.edu/armadillo/Schools/Hisdzoo/index.html

ENVIRONMENT DESK: GREEN EDUCATION 06/02/97 (

COMMUNITY SURVEY:
MY EXPERIENCES WITH ENVIRONMENTAL EDUCATION,
OR AM I AN ECO-FANATIC?

DIRECTIONS: Using this survey, determine if your friends, relat and neighbors received the same type of environmental education shown in the video. Add questions to the survey if you wish.

1. Age _____ 3. Last grade completed: _____
2. Gender: M / F 4. Formal education (# of years): ___
5. Recollections of environmental education during formal education: _____

_____

_____

6. Describe how information was presented in your textbooks:

_____

_____

7. Describe how your teachers presented environmental issues o ecology: _____

_____

_____

8. Describe your attitudes toward environmental issues:

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9. How did your experiences with green education affect your attitudes toward environmental issues?

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***** * ** * ***** DESK: SANDOVAL CITIZENSHIP

1. BEFORE VIEWING: What do immigrants have to do to become U. citizens? What privileges are accorded citizens that are n available to visitors or to legal residents? Can anyone ap for and obtain U.S. citizenship? Explain.
2. AFTER VIEWING ask: Under what circumstances did Arturo Sand enter and remain in the U.S.? What is "political asylum"? did the Immigration and Naturalization Service (INS) turn d Sandoval's application for citizenship? What previous acti by U.S. government officials toward Mr. Sandoval would lead expect otherwise? Have students to use the Internet addres below to learn more about Sandoval's accomplishments and contributions in the U.S.

EXTENSION: What other artists have sought political asylum in t U.S.? Challenge students to discover the circumstances and contributions of writers, musicians, dancers and others who asked for and got such asylum.

3. From what countries and/or governing systems do you usually associate asylum seekers? List students' responses on the board and discuss the kinds of political circumstances that might lead a person to seek political asylum. Have student cite historical examples for each kind of circumstance.
4. Lead a class discussion of the atmosphere in, and politics the Cold War era. Then, working in small groups have stude use the Internet addresses and other resources to answer th following questions:
   a. What kinds of changes took place in immigration laws a quotas directly after World War II?
   b. What populations did those changes affect?
   c. What provisions applied to immigrants who sought polit asylum?

   Distribute copies of the world map and ask each group indic the countries of origin from where mass migrations to the U occurred, indicate their numbers and designate the time per by decades. Reconvene the class to share maps and data. H many of these migrating populations originated from a commu country? What other mass movements were motivated by polit considerations?
5. What political tensions and ideological differences have le other mass migrations to the U.S. in recent years? Generat list of countries that might fit either description. Then

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******** ** ** INTERNATIONAL DESK: SANDOVAL CITIZENSHIP,

assign one of these countries to each student pair. Instru each pair to
   a. gather immigration information for their assigned coun
   b. write a paragraph describing the political atmosphere contributed to the migration.

   Have teams share findings in class. Did immigration patter change commensurate with subsequent political changes? Explain.
6. What recent issues regarding immigration have focused atten on shifts in U.S. immigration policy and attitudes? EXAMPL Haitian boat people, Chinese stowaways, Guatemalan deportees(subsequent to armistice signing in Dec. 1996), illegal immigrants, etc. Divide the class into groups and assign to each group one immigration-related topic. Includ national and state legislation. Challenge each group to us media resources to learn the circumstances governing their

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assigned topic and be able to present to the class the arguments used on both sides of the issue. Discuss the political and economic changes that have contributed to cha in attitudes and in legislation.

7. Challenge students to use the Internet address to note what populations have changed immigration patterns in one major urban area and under what circumstances. Then have student groups survey immigration patterns in your own communities.
   a. Instruct students to query parents and other elders to find out what the circumstances governed their immigra to the U.S. and why the family settled where it did.
   b. Have students create several maps of your community showing the population shifts over time. Share anecdo information in class and encourage students to antholo these and give a copy to the school media center.

URL ADDRESSES

1. Sandoval background: http://jazzcentralstation.com/jcs/station/featured/asandova
2. NY TIMES News Service article on city's immigration pattern http://www.latino.com/news/news97/0108nny.htm
3. INS immigration statistics for 1994: http://www.ins.usdoj.gov/public/stats/722.html
4. INS: Laws/Regs: http://www.ins.usdoj.gov/law/index.html
5. INS FAQs: http://www.ins.usdoj.gov/faq/faq.html
6. Immigration Reform: http://www.latinolink.com/news/0924NIMC.HTM
7. The American Immigration home Page: http://www.bergen.org/AAST/Projects/Immigration/

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***** ***** ***** ***** * * ***** ***** ***** DESK: CONSUMER

1. BEFORE VIEWING: How are products "tested" to determine whe they are safe, durable and reliable?
2. AFTER VIEWING: Describe the CONSUMER REPORTS test lab. Wh kinds of tests are conducted there? Why do you think so ma consumers rely on this kind of information?
3. Allow groups of students time to scan back issues of CONSUM REPORTS magazine for data on tests of different products. each group choose one kind of product, such as an appliance (dishwasher, refrigerator) or type of car (minivan, sportsc and research CONSUMER REPORTS to determine its latest test results for that product. Have each group discuss the proc of evaluation for its product and how the different product brands or makes fared in specific categories. Discuss othe test criteria students might add for each product.
4. Ask: What recourse do you have when you are dissatisfied w a product or service? How would you convey your concerns t business owner or manager in a rational, logical manner? Challenge each student to draft a "complaint" letter for an one of the products they researched in Question #3 above, a share their letters -OR- roleplay a face-to-face meeting wi the business owner/manager. Then, assuming that strategy h not produced the desired results, have each student researc and discuss other options available to disgruntled consumer
5. Discuss what a "scam" is and how money is often lost by unknowing victims. Tell students that they have been chose staff a new Consumer Lab that addresses fraud and scams. T distribute the HANDOUT and divide students into groups. Di

each group to choose one scam scenario, present an informat
simulation, and discuss
a. what a consumer can do if he/she has been scammed and
b. how consumers can protect themselves from becoming vic
in each case.

URL ADDRESSES:

1. How to resolve your consumer complaint
http://seamless.com/talf/txt/complain.html
2. Consumer Fraud Alert Network
http://www.world-wide.com/homebiz/fraud.htm
3. Consumer Information Center, U.S. Government
http://www.pueblo.gsa.gov/

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******** ** ** STUDENT HANDOUT: SCAM SCENARIOS

DIRECTIONS: You have been chosen to staff a new Consumer Scam L
Your job is to inform the public of consumer rip-offs and advise
people as to their recourse and protection. Choose one of the s
scenarios below. Read it and then conduct research to answer th
questions as they apply to your case:

1. What recourse does the consumer have if he/she is victim to
this scam? Who does the consumer contact, and how?
2. What does the consumer need to know to protect himself/hers
from similar scams in the future?

Next, present the scenario to the class as a "simulation" and
discuss your responses to the questions above for that case.

SCAM #1

The consumer receives a letter or phone call stating the recipie
has won an expensive prize in a sweepstakes; but, to receive the
prize the consumer must send money right away to cover handling
costs. The consumer is often persuaded to give his/her credit c
number to pay for shipment of the "prize." Usually the prize, i
one is sent at all, is something of minimal value.

SCAM #2

A "city inspector" arrives at the consumer's home stating that h
there to check the property's plumbing or heating system. The
"inspector" finds what he determines to be "problems." He tells
consumer that he will help him/her out by recommending a "friend
do the repairs. The consumer enlists the "friend" to repair the
"problem" only to be overcharged for a job that did not need to
done in the first place.

SCAM #3

A consumer is greeted by a salesperson who demonstrates a produc
The consumer decides not to buy the item. The salesperson tells
consumer that this is fine, he/she is paid for each demonstratio
conducted. The salesperson asks the consumer to sign something
show his/her "boss" that the demonstration did take place. Unkn
to the consumer, the salesperson slips a contract to purchase in
front of the consumer for his/her signature. The consumer
unknowingly orders the product.

SCAM #4

A consumer loses money to a telemarketing scam. Weeks later, a
person claiming to represent the government or a consumer agency
contacts the consumer and offers to help get the consumer's mone
back for a fee. The consumer agrees to send the money, and has
been scammed twice by the same people.

***** ***** ***** ***** * * ***** ***** June 5, 1997 (S
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SCIENCE OF SHAVING DESK:

1. BEFORE VIEWING: What is needed to achieve a close, comfort shave? What companies produce and market shaving supplies? How have shaving products changed over the years?
2. AFTER VIEWING: What innovations has the Gillette made to ma shaving easier and safer over the years? What technology h been used to improve the products? Discuss the role science technology have played in developing better shaving product
3. List businesses/industries that make products students use enjoy. Include snack food manufacturers, video game produc sports equipment makers, etc. Discuss how companies test t products before they market them. Which methods of testing best? Why? Ask students to describe how Gillette is testi new shaving products. What advantages do employees see in testing? Discuss the advantages and disadvantages of havin employees test products. Suggest other industries/business that might use the same model for product testing as Gillet and how the employees might be involved.
4. How do companies ascertain how the public perceives consume products? Have students give examples from their own experiences. Then, have students find what is meant by psychographic studies. What do psychographic studies tell Gillette about shavers? How does Gillette respond to this information? Could other consumer product marketers make u of psychographic studies? Explain. Challenge students to design a psychographic study for a consumer product.
5. Ask students to estimate the time spent daily in each of th following activities: brushing teeth, combing hair, showeri shampooing. How do these estimates compare with the time ad spend shaving? Distribute the HANDOUT. Challenge students follow the directions and calculate the time spent grooming On completion, divide the class into groups. Have each cho one daily grooming activity and consumer product used in th activity. Challenge students to design an advertising camp that makes use of the calculated times. Allow students to present their ideas to the class.

URL ADDRESSES:

1. How marketing firmS use psychographic profiles: http://www.phillynews.com/tech.life/AFFI.htm
2. Consumer Research, Inc.: http://www.crsearch.com/
3. Product Testing Services: http://www.product-testing.com/

June 5, 1997

** STUDENT HANDOUT: TIME WELL SPENT

DIRECTIONS: We all like to look good, so we spend lots of time money to groom ourselves. How much time do you think you spend grooming? Follow the directions below to find out. Later, you use this information to help a company get more grooming dollars

PART I: Take the following chart home and record the times spen daily for each activity. Use the blanks under ACTIVITY to time grooming activities not listed.

ACTIVITY	DAY 1	DAY 2	DAY 3	DAY 4	DAY
brushing teeth					
combing hair					

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showering					
shampooing					

PART II: Follow steps A-D to calculate grooming times for each activity; then (E), calculate the total lifetime amount spent on grooming!

A. Find the average daily time spend on each activity.
B. Calculate the time spent on each activity per week.
C. Calculate the time spent on each activity per year.
D. Calculate the time spent on each activity in a lifetime (us years as the average life span).
E. Calculate the total time spent on all grooming activities i lifetime.

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*      *   *   *     *   *   * *   *         **        THE ART O
***** ****** *****   *   ***** *    *     ***** DESK:  CALLIGRAP
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1. BEFORE VIEWING: Invite students to list forms of human communication, such as writing or talking. What other form communication besides writing can they name (pictures, vide body language, eye contact, music, dance, etc.)?
2. AFTER VIEWING: In what ways does the style of Chinese calligraphy add to the communication between writer and rea Explain. Invite students to consider stylistic characteris of written English, including print and script. What does style "communicate" about us and about our belief about the of the written word? Challenge students to use these lette writing styles to compare the attitudes held by people of t west toward the significance of writing to the attitudes he by peoples of the east.
3. Ask students to explain the meaning of the term "chi" as us in the video. Why is chi important to artists of calligrap When a writer has achieved chi, what kind of literature cou the reader expect that artist to create? Explain.
4. What did students learn were the "four treasures"? Why do believe the Chinese saw these as treasures? Are they worth more than gold or jewels? Why/Why not?
5. Using the INTERNET ADDRESSES below have students read more about the art of calligraphy. Challenge them to choose let from classic calligraphy that represent a concept such as t one shown in the video. (ANSWER: the symbol representing brilliant or enlightened.) Then work with them to create a simple poem similar in style to the Japanese Haiku to accom their favorite calligraphic symbol. When they share their poetry in class ask them to explain why they believe the sy they have chosen suits the concept it represents.

URL ADDRESSES

1. Gallery displaying art based on calligraphy and illuminatio http://www.catalog.com/gallery/welcome.html
2. Magazine for the international spectrum of letter design -_ all who love letters and make letters.

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http://www.letterarts.com/
3. Metrotel's Japanese Calligraphy Site brings the beauty and fascination of Japanese Calligraphy to a world-wide audienc http://mmm.wwa.com/ohmori/index.html
4. Thesis offering an analysis/review of parchment-making reci http://www.outlawpress.com/parch_recipe.html

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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*********   **   ** NEWSROOM
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* TEACHERS, DON'T FORGET: CNN NEWSROOM and the DAILY GUIDE will
* continue throughout the summer! Stay tuned!

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CNN NEWSROOM HAS BEEN PRE-EMPTED TO ALLOW COVERAGE OF THE SIGNIN
THE HISTORIC AGREEMENT BETWEEN RUSSIA AND NATO. THE FOLLOWIN
QUESTIONS MAY HELP STUDENTS UNDERSTAND WHAT IS TAKING PLACE AND
THIS EVENT IS SIGNIFICANT.

1. What is NATO? Find out which nations belong to this allian and why it was formed. How did NATO view Russia (the forme Soviet Union) after World War II? How does it perceive Rus now?
2. Why do you think that present-day Russia was interested in entering into an agreement with NATO? What are the basic points of this agreement? What are the benefits for each s Are there any potential downsides? Explain.
3. What are the possible political implications of this agreem for both U.S. President Clinton and Russian President Yelts How could the agreement be perceived by their supporters an their opposition in each country? Challenge students to wr editorials that might be seen in Russian or U.S. newspapers support of or against this agreement.
4. In July, NATO is expected to invite Hungary, Poland and the Czech Republic to join the alliance. The Russians vigorous oppose this move. Why do you think this is so? How might Russia use its new relationship with NATO to make its views felt on this issue?
5. Robert Hunter, the U.S. Ambassador to NATO, claims that thi agreement allows NATO to expand under conditions acceptable Russia, thereby preventing "Cold War II." What do you thin means? Do you agree with his opinion? State your rational

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CNN NEWSROOM & WORLDVIEW

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******  **    **   *                                  Wednesday, May 28,
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*********    **    ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	The signing of the historic NATO-Russia accord could "change the face of Europe."	4:15	
HEADLINES	JONES V. CLINTON...MIDEAST TALKS...SIERRA LEONE COUP...ELECTIONS IN FRANCE AND IRAN	1:00	
BUSINESS DESK	Reebok Co.'s Director of Professional Basketball is one of the very few female executives in sports marketing.	2:40	
LOOK AHEAD	NEWSROOM/WorldView -- all summer long!	:25	
PLAIN PEOPLE	(PART I) Growing up Amish in a modern world presents Amish youth with many challenges.	4:50	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:05	1
TOP OF THE WORLD	Israel is restricting the citizenship rights of Jerusalem's Palestinians.	4:50	2
INSIDE RUSSIA	Emergency medical workers get barely any pay or respect while performing their critical job.	2:40	2
TAKING CARE OF BUSINESS	The Daewoo conglomerate grew as the result of some shady business practices.	3:15	2
CULTURE WATCH	The Camel Trophy goes to the winner of an all-terrain vehicle race across Mongolia.	2:00	2
CNN NEWSROOM WORLDVIEW CLOSE		1:00	3

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ANCHOR DESK May 28, 1997

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* ATTENTION TEACHERS:  All of this week's DESKs, including today
* BUSINESS DESK, can be found at the end of the NEWSROOM GUIDE f
*                        Friday, May 16.
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TOP STORY: RUSSIA-NATO AGREEMENT

1. Using a map of Europe, have students indicate the countries that comprised the two "spheres of influence" discussed in video segment. Ask students: According to the video report what two specific events "marked an end to the division of Europe into hostile blocs"?
2. What impact has the dissolution of the Cold War had on NATO In what way(s) has NATO changed with the changing "security

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environment"?

3. Ask students to name some of the more significant events an symbols associated with the Cold War. List these on the bo Then, divide the class into four groups and assign to each 10-year period, beginning with 1945. Instruct each group t use texts, reference and media sources to note the signific events of that period. Tell groups to use headlines, magaz reproductions, political cartoons, symbols, slogans/catch phrases and family anecdotes to capture the period's politi atmosphere and create a "period commentary" to be presented the class. After each presentation, have the group post it part of the timeline on the wall. Lead a follow-up discuss of the significance of the new accord in light of the last decades.

"PLAIN PEOPLE" (PART I)

4. Why are the Amish called the "Plain People"? In what regio the U.S. do the Amish live? What distinguishes them from m other cultures in the U.S.?
5. Describe the kind of education most Amish children receive. What is the goal of this education? How is it different fr your educational experience?
6. Ask students to describe the "rite of passage" that Amish y people go through at age 16. Generate a class discussion comparing this rite of passage to those experienced by non-Amish young people in the U.S. Then group students. Have role play two conversations, one between an Amish teenager his/her parents, and one between a non-Amish teenager and his/her parents. Direct groups to focus on some of the expectations and rules set forth in each case. When all gr are finished with their presentations, discuss: How does o culture impact his/her transition to adulthood?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

"spheres of influence" Warsaw Treaty Organization Warsaw NATO Baltic states "Plain People" Pennsylvania Dutch dia

***** ** ** * May 28, 1997 (
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******** ** ** NEWSROOM WORLDVIEW

PALESTINIAN ID: ISRAEL--POLITICS; JEWISH-ARAB RELATIONS

1. WHILE VIEWING: Note the criticisms that Palestinians are making about the residency restrictions in Jerusalem. AFTE VIEWING: Have students:
   a. Gather information about the upcoming decisions to be concerning control of Jerusalem.
   b. Use the data to provide an explanation, from an Israel perspective, for each of the criticisms noted in the video.

   Lead a class discussion on the appropriateness of Israel's behavior. Then instruct each student to assume the persona someone who was born in Jerusalem write either a journal en or a letter stating their impressions and/or position regar the residency restrictions. Ask volunteers to share theirs aloud in class.

INTERNET: http://pasture.ecn.purdue.edu/~agenhtml/agenmc/israel/islink.html

INSIDE RUSSIA: RUSSIA--MEDICAL CARE

2. Ask students: What problems do Russian emergency medical workers experience? Discuss students' observations of simi services in your locale. Then, have them gather informatio about the historical development of emergency medical servi

such as ambulances, where you live and the laws which suppo
their work. Invite an emergency medical worker to discuss
problems they encounter while carrying out their duties. A
students to use their data to compare the problems of emerg
workers locally and in Moscow and explain the similarities
differences. Discuss students' conclusions and the suggest
they would make to improve service in both places.

INTERNET: http://pages.prodigy.com/NV/unlvatc/med.html

CAMEL TROPHY: MONGOLIA--RACING

3. Divide the class into groups and distribute a map of Mongol
to each group. Challenge each group to mark on its map
Mongolia's major cities, geographic features, climactic reg
and other data. Beginning in Ulaanbaatar, groups should us
their maps to speculate about the course of the 2400 kilome
race if it includes "the mountains of northern Mongolia" an
the "sand of the Gobi Desert." Once completed, each studen
should use their map to write a description of what the
competitors might see on their journey.

'NET: http://www.landrover.com/win/camel_trophy/camel_trophy.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

checkpoints residency cards demographic war conglomerate cha

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                    Thursday, May 29,
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*********   **   ** NEWSROOM
**    DON'T FORGET:  CNN NEWSROOM and the daily GUIDE continue
  throughout the summer!  Keep your VCRs set for 4:30-5:00 am ET
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	Pres. Clinton renews the U.S. commitment to its allies on the 50th anniversary of the Marshall Plan.	3:55	
HEADLINES	CLOSING ARGUMENTS IN BOMBING TRIAL... JOE CAMEL UNDER FIRE...	1:00	
POP QUIZ	Geographic challenges...	1:00	
SCIENCE DESK	The Cal Tech wind tunnel is shutting down after 68 years on the cutting edge.	2:30	
LOOK AHEAD	See tomorrow's GUIDE for a "Heads Up" on upcoming DESK segments.	:45	1
PLAIN PEOPLE	(PART II) More and more "Plain People" are stepping out of their traditional roles.	4:30	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:00	1
TOP OF THE WORLD	Thousands return to Rwanda's uncertainty rather than face certain death in Zaire.	4:20	2
TAKING CARE OF BUSINESS	The changing Chinese economy has caused higher unemployment and more complaints.	3:00	2
POLITICAL FRONT	U.S. travelers to Cuba are victimized by both the U.S. and Cuba.	3:05	2
WILD KINGDOM	High costs and low attendance may close down a Moscow performing aquarium.	2:25	2
CNN NEWSROOM WORLDVIEW CLOSE		:30	3

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ANCHOR DESK — May 29, 1997

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* ATTENTION TEACHERS:  All of this week's DESKs, including today
*     SCIENCE DESK, can be found at the end of the GUIDE for
*                        Friday, May 16.
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TOP STORY: MARSHALL PLAN ANNIVERSARY

1. Who was George Marshall? Describe his plan for post World II Europe. Why did he believe this program was necessary? it successful? Explain.
2. What was the focus of President Clinton's speech? What doe consider the new challenge facing this generation?

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a. In class discussion, ask students to explain what the President meant when he said, "America and Europe must complete the noble journey that Marshall's generation began, and this time with no one left behind."
b. Next, group students and, using texts and other resour if necessary, direct each to discuss how the world has changed in the 50 years since the implementation of th Marshall Plan.
c. Reconvene the class and have groups share their ideas.
d. Challenge each student to write a speech that a U.S. president might deliver 50 years from now, focusing on new promise and commitment to democracy in the spirit the Marshall Plan.

3. Ask students: In what ways does the U.S. currently support Russia's efforts toward a democratic system and free market economy? Have students a) work in groups to learn more abo U.S. aid to Russia since the fall of communism and b) shar their information and discuss the similarities and differen between this aid and the Marshall Plan. Challenge each stu to write an opinion paper on whether or not the U.S. should continue subsidizing Russia's attempt at democracy.

PLAIN PEOPLE, PART II

4. Explain how economic necessity is forcing serious changes i the lifestyles of many Amish people. How is this lifestyle change impacting the role of women in Amish society? Descr how commercialization has stratified Amish society.
5. Group students. Have each group identify the basic compone of the U.S. economic system that a person would have to lea and understand in order to operate a small "cottage industr such as the one seen in the video. Have each group use thi information to present a brief explainer to the class on ba business knowledge. Conclude with a discussion focusing on greatest challenges facing the new Amish entrepreneurs.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

George Marshall Helmut Kohl cottage industry entrepre

***** ** ** * May 29, 1997
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******** ** ** NEWSROOM WORLDVIEW

RWANDA RETURN: RWANDA--CIVIL WAR--REFUGEES; RWANDA--ETHNIC RELATIONS

1. WHILE VIEWING: Observe the condition of the refugees as th arrive in Rwanda. AFTER VIEWING: Divide the class into ei teams and assign each team a specific month to research, beginning with October 1996 and ending with May 1997. Tell teams to focus their research on the events that took place during their assigned month in both Rwanda and Zaire. Divi long sheet of paper into the designated months. When the t have completed their research, have each fill in its data. Hang the completed sheets then have each group present its segment in chronological order. Discuss the significance o the "homecoming" and have students use their chart to list problems still facing both countries and speculate about wh events they expect to take place there in the future.

INTERNET: http://web-cr01.pbs.org/newshour/bb/africa/africa.html

CHINA UNEMPLOYMENT: CHINA--ECONOMIC CONDITIONS--LABOR SUPPLY

2. What problems face workers in China today? Have students u recent news sources to gather information about the changes taking place in China's economy and, especially, about how these changes affect the workers' lives. Using the informa

from their research and the video, ask each student to writ speculative description of what life is like for a worker o someone unemployed. Share the essays and discuss the probl identified and students' speculations about what the future holds for China's workers.

INTERNET: http://harmony.wit.com/chinascape/china/economy/market

CUBA TRAVEL: U.S.--CUBA--FOREIGN RELATIONS

3. WHILE VIEWING: Note how both the U.S. and Cuba make travel between the two countries difficult. AFTER VIEWING: Assig one half of the class to gather information about the Cuban community in Miami, particularly stories about specific families. Ask the other group to find similar information about people living in Cuba. Use this information to compo letters between U.S. and Cuba families. Share and discuss letters, focusing on the letter writers' goals and how they relate to U.S. policy goals concerning Cuba.

INTERNET: http://www.latinolink.com/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

traumatized repatriated surveillance Hutu militiamen refu joint ventures enterprises luxuries state workers subsi

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

****** ** ** * Friday, May 30, 1997
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********* ** ** NEWSROOM

** TEACHERS: INCLUDED IN THIS GUIDE ARE THE "HEADS UP" GUIDE FOR ** THE WEEK OF June 16 and GUIDE DESK PAGES FOR THE WEEK OF June 9.

Title	Program Rundown	Segment	Program	
CNN NEWSROOM OPEN			1:00	1:
TOP STORY	Laurent Kabila is sworn in as President.	4:45	5:45	
THIS WEEK	McVeigh jury begins deliberations; Sierra Leone fighting spreads; Russia-NATO accord signed; Marshall Plan anniversary noted.	1:30	7:15	
ON THE JOB	Commuters get help from traffic reporters.	3:20	10:35	
OUR WORLD	U.S. National Spelling Bee winner: "euonym"	:30	11:05	
LOOK AHEAD	Upcoming DESK segments...	:25	11:30	
EDITOR'S DESK	Author Frank McCourt tells his memories of a poor Irish childhood in a child's voice.	2:40	14:10	
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:00	16:10	
TOP OF WORLD	Air pollution is taking its toll in New Delhi, especially among the police.	3:10	19:20	THE
INSIDE EUROPE	Tony Blair's election in Britain will affect future European Union decisions.	2:50	22:10	
TAKING CARE OF BUSINESS	Indonesian gold rush may be the result fake lab reports and greedy businesses.	2:50	25:00	
WILD KINGDOM WHALESHARKS	Philippine island of Pamilacan makes its living from hunting whales and whalesharks.	2:40	27:40	
DID YOU KNOW	Travel is improving for Hong Kong.	2:00	29:40	
CNN NEWSROOM WORLDVIEW CLOSE		:00	30:00	

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* NOTE: All of this week's DESKs, including the EDITOR'S DESK, *
* can be found at the end of the NEWSROOM Guide for May 16, 1997. *
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TOP STORY: LAURENT KABILA

1. WHILE VIEWING: Note Laurent Kabila's actions when he assumed control of the government of what was formerly Zaire. AFTER VIEWING ask: In what ways might one say Mr. Kabila assumed "absolute control" over the government? Are these the actions generally associated with democratic leadership? Explain. Have students restate and then discuss the reasons given in the video segment to explain a delay in granting liberties generally associated with democratic governments.

2. Why would now-President Kabila rename Zaire as The Democratic Republic of the Congo? Ask a team of students to use research the history of the region for clues to the entire name and report their findings to the class. Ask: What past -- and future -- might Mr. Kabila's governemnt be trying to invoke?

EXTENSION: Challenge small groups of students to "get the story" behind several nations' name changes and present it as a multimedia display to the class.

3. What countries' leaders were named in the video report as "some Mr. Kabila's closest allies in his fight with Mobutu...."? Divide the class into five groups and assign to each one of the countries cited (Angola, Burundi, Rwanda, Uganda, Zambia). Instruct each group to:

a. Use reference/media resources to profile their assigned nation's government/leadership style, leader, including his rise to power.

b. Address a short statement in the persona of the country's leader to Mr. Kabila offering advice on his assumption of leadership based on the leader's own experiences.

Have groups read their statements aloud then compare/discuss similarities and differences in tone and content.

ON THE JOB: TRAFFIC COPTER

4. Discuss how traffic reporter Jim Basile conducts his job. What "approach" does he use and what does he deem as his primary function? What kinds of equipment does Basile rely on, or have access to, in order to give commuters complete reports? Lead a discussion of those aspects of his job which require the cooperation of others.

5. What observations about human behavior has Mr. Basile been able make in the conduct of his job? Replay the video segment if necessary and have students identify those observations. Then ask them to look for such behaviors the next time they are in traffic and report their experiences to the class.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Laurent Kabila Etienne Tshisekedi Mobutu Sese Seko NATO scanner

May 30, 19

NEWSROOM WORLDVIEW

INDIA AIR POLLUTION: INDIA--ENVIRONMENTAL HEALTH--AIR POLLUTION

1. WHILE VIEWING: Note the sources of pollution in New Delhi, the problems it causes and the efforts that have been made to solve them. AFTER VIEWING: Group students to find similar data about pollution in a variety of major cities in both developed and developing countries. Have each group organize, analyze and present the data to the class. After the presentations, focus class discussion on pollution patterns and the success rate of the different attempted solutions.

2. Next, have student groups gather similar information about pollution in their local community. As a class, discuss to what extent

air pollution is a common experience. Ask students to consider the pollution control techniques they have read about and identify those which might be useful locally. Have each student write a letter to local governmental officials describing these techniques.
INTERNET: http://ozone.org/

INSIDE EUROPE: BRITAIN--POLITICS; INTERNATIONAL COOPERATION-- EUROPEAN UNION
3. Why do Mr. Kok and others think Mr. Blair might be easier to wor with on European Union issues than his Conservative predecessor? Challenge students to use articles from recent news sources to:
a. Create a characterization of Tony Blair as a person and a politician.
b. Compare the image that Mr. Kok and others have of Mr. Blair with the information gathered.
Ask volunteers to share their characterizations and then focus a discussion on how realistic the European Unionists ideas are about Tony Blair.
INTERNET: http://www.sanger.ac.uk/~pmr/hot/politics.html

WHALESHARK HUNTERS: PHILIPPINES--WILDLIFE CONSERVATION--WHALESHARKS
4. WHILE VIEWING: Note the relationship between the people of Pami and the whalesharks. AFTER VIEWING: Working in small groups, have students use on-line and other resources to find data to support a written position that whaleshark hunting should or should not be banned. Share and discuss the position papers and focus the class discussion on how both the Pamilacans and the whalesharks can be saved from extinction.
INTERNET: http://www.aboveall.com/bb/BBWHALES.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
constables respiratory diseases emission control standards summit
concessions NATO guarantor capital markets unwritten rules
May 30, 1997 (4)

** NEWSROOM: "HEADS-UP" GUIDE

*** Summaries and curriculum connections for DESK segments ***
scheduled for the week of June 16, 1997*

TEACHERS, PLEASE NOTE: At an international news organization such as CNN, the news environment is a fluid one, which could result in sudden programming changes. Therefore, please be advised that segments of CNN NEWSROOM/WORLDVIEW are subject to change without notice. We regret any inconvenience.
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MONDAY, JUNE 16, 1997: ENVIRONMENT DESK: Roadless Utah
In September of 1996, President Clinton enacted legislation establishing the creation of the Grand Staircase-Escalante National Monument in Utah, preserving vast wilderness acreage with its indigenous life. However, locals in Kane and Garfield Counties feel that this will create economic hardships, including the loss of hundreds of potential jobs in coal mining and funding for education. Congressional opinion on the exact

definition of a "road" may be the deciding factor between preservation and exploitation. Students will become familiar with the National Park System, its history, operation and goals. They will also investigate all sides of the issue of resource conservation.

CURRICULUM CONNECTIONS: Ecology; social studies

TUESDAY, JUNE 17, 1997: INTERNATIONAL DESK: Japan's Soccer Woes
Four years ago, professional soccer competition in Japan attracted record crowds; during that time the league grew from 10 to 17 teams. Now, fan following has dropped precipitously and some think the resources have been spread too thin. Supporters are hoping that an upcoming match between Japan and Korea will reinvigorate national interest. Students will investigate the popularity and profitability of international sports competitions and the factors that contribute to a decrease in sport competition attendance and, therefore, revenues.

CURRICULUM CONNECTIONS: International Relations, business

WEDNESDAY, JUNE 18, 1997: BUSINESS DESK: Football Interns
Some athletes who have made their mark on the football field are learning the ropes in the business world. Through internship programs with major corporations, the players find that some of the talents and skills they use in the athletic arena are valued qualities in a business setting. Students will explore the opportunities available to individuals as interns and determine how this experience helps a person to fine-tune his/her career skills.

CURRICULUM CONNECTIONS: Business, distributive education

THURSDAY, JUNE 19, 1997: SCIENCE DESK: Pecan Charcoal Filter
What can you do with 25 million pounds of pecan shells? Researchers at New Mexico State University hope to find a profitable answer. They are chemically and thermally treating pecan shells to produce activated carbon filters. International Garment Processors in El Paso, Texas, are testing the pecan shell charcoal filters to remove the blue dye from water used to wash denim. If the pecan filters are successful, pecan producers and processors, as well as blue jeans wearers, will benefit. Students will verify how much of a nut is edible and how much is waste and explore ways to remove blue dye from water.

CURRICULUM CONNECTIONS: Mathematics (percentages); chemistry

FRIDAY, JUNE 20, 1997: EDITOR'S DESK: The End of News
There is no shortage of pundits and publishers these days trying to scare us with apocalyptic prophesies about the end of this, that and the next thing. We have been told we face the end of history, economics, work, bureaucracy, new ideas. But what about the end of news? Is this really possible? Students will research history to discover prophesies of the "ends of things" from new ideas, to the world as we know it, to the news. Why are such prophesies made and what is the probability that the predicted "end" will actually occur? They will then assess the importance of "news" to human experience from the perspective of this history and make predictions for its possible demise in the days to come.

CURRICULUM CONNECTIONS: History; communications

NEXT FRIDAY: A "Heads Up" for DESK segments for the week of June 23, 1997.

*NOTE: "Heads Up" Guides will always be written for DESK segments three weeks in advance.

06/09/97 (6)

DESK: CUBA'S PLAGUE

1. BEFORE VIEWING: How would you define "pest" in ecological terms Describe the effects that a pest can have on a region's biodiversity.

2. AFTER VIEWING: Which crops have been affected by the microscopic insect talked about in the video? How have Cuban farmers responded to the infestation? Explain how politics has become an issue in this environmental disaster.

3. Group students. Tell each group to imagine that it has just bee appointed the National Agricultural Commission for Cuba. Its job is to study the current infestation of crops and determine a feasible course of action.

a. Have groups consider these options: the use of an additional chemical; biological control (using the pest's natural enemies to eliminate the pest); and, the possibility of "doing nothing," that is, letting nature run its course.

b. Groups should conduct research to add other ideas to this list, then determine whether one, some, or all should be used to address the pest problem.

Have each group present their decisions by explaining the effects of their recommendations

a. on the environment, including effects on other plants and animals; and,

b. on the economy, including farmers and consumers.

The INTERNET sites that follow may be helpful to students in their research:

1. Minnesota Pollution Control Agency Kids page, info on safe use of pesticides:
http://earth.pca.state.mn.us/kids/pesticides.html

2. Pesticide use on the West Bank, Israel:
http://www.arij.org/pub/pestuse/

3. Integrated Pest Management (Florida) information on biological pest control with links to related sites:
http://www.ifas.ufl.edu:7100/~fairsweb/ipm/ipmfl/v2n1/toscout.htm

4. Ecological Basis of Pest Management -- definitions, history:
http://www.ndsu.nodak.edu/instruct/brewer/ipm.htm

06/10/97 (7)

***** * ** * ***** DESK: HONG KONG CIVIL LIBERTIES

1. BEFORE VIEWING: Ask students to define "civil liberties" and gi examples. What civil liberties does the U.S. Constitution guarantee? Are any restrictions placed on these? Explain.

2. AFTER VIEWING: What Hong Kong civil liberty was threatened? What factor was credited in the video for safeguarding this liberty? What other ways do nations use to influence the internal policies of other nations? Give examples.

3. Have students working in small groups search the Internet and ot resources to find out who applied the pressure and how (e.g., diplomats, media, NGOs, etc.). Who appears to have had the greatest impact? In what other international situations has this been successful? Be specific.

4. Have small groups of students research media sources to list and elucidate the Hong Kong public's concerns about civil liberties restrictions. What event in China's recent past gives Hong Kong citizens most concern?

5. Briefly, review the history of Hong Kong and have students creat class time line of events in that history. Then group students and have each group search the URL Addresses below and other resources to compare the civil liberties Hong Kong citizens are accustomed with those mainland China has granted its citizens. Assign to each group one of these topics:

a. Civil liberties for Hong Kong citizens under British colonial rule;

b. Civil liberties for China's citizens under communism;

c. Promises/guarantees mainland China has made concerning Hong Kong; and,

d. Specific actions/pronouncements by China about Hong Kong and other territories (Taiwan, Tibet, Shanghai).

Have each group present its findings, noting significant events on the class time line. Then as a class note concerns/issues raised in Question #4 and predict the future for the status of Hong Kong civil liberties.

URL ADDRESSES

1. MINNESOTA DAILY news article on civil liberties: http://www.daily.um.
edu/daily/1997/04/18/editorial_opinions/ehongk.ed/

2. Calif. legislature resolution: http://www.sen.ca.gov:81/archives/bill/current/SCR/FROM0000/SCR0014/CURRVER.TXT

3. TIME article (ASIA): http://www.pathfinder.com/@@e4yHKwQA6MG40XLj/time/magazine/1997/int/970512/asia.tung.html

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* * * * ** * * * * ** ** ANTI-AD
***** ***** ***** ***** * * ***** ***** ***** DESK: AWARDS

1. BEFORE VIEWING: Describe some of the ads and TV commercials tha can recall easily. Are all of these "good" or "positive" ads? Why do you think they made such an impression on you?

2. AFTER VIEWING: How are the "Smios" different from other awards for advertising? Who chose the winners for these dubious distinctions? Describe some of the categories and awards that were given.

3. Assist students in creating their own awards presentation for pr and television ads. Group students and allow each group to determine a category and select several appropriate ad contenders. Then have each group actually create the "award," (e.g., a sculpture or statue) and determine which nominee should receive the award. Challenge each group to offer a multimedia presentation of its award and explain the rationale behind its ultimate choice.

4. To what extent do ads reflect society's values and mores? Worki small groups, have students find several examples of ads and share them with the class. Generate a class discussion about the social implications behind each ad. How does the ad use what is "popular" or "desirable" to entice the consumer to purchase the product? Next, tell each group to pretend it has been chosen to select two ads for a "time capsule" that will be opened in 100 years. The ads must present a glimpse of the way people live in the year 1997. Have groups share their time capsule entries and explain their rationale.
EXTENSION: Discuss the positive and negative implications of the time capsule choices. Are students proud of the picture of their society that these ads paint? Discuss.

The following INTERNET sites may be of assistance to students:

1. Tenagra Awards for Internet Marketing Excellence:
http://awards.tenagra.com/

2. Clio Awards for outstanding achievements in advertising:
http://www.clioawards.com/d/site/clio.htm

3. Information about the Houston ADDY Awards, for creativity in advertising:
http://www.haf.org/addys97/whatis.htm

DESK: SCIENCE OF SHAVING

1. BEFORE VIEWING: Describe a polymer: What do polymers have in common? Name some common polymers. What are the function of each? (Possible answers: starch-store energy from plants and animals, DNA-carry genetic information, rubber-used for tires, insulation, etc., plastics-used to make almost anything)

2. AFTER VIEWING: How does the polymer gel invented by Professor Ta differ from the polymers discussed above? How are all polymers similar? Have students use texts/other references to discover the reactions that occur during polymerization and then write a description for the process of polymerization as it might appear in an encyclopedia or textbook.

3. Have students make a list of polymers. Challenge them to find t following information about each: a) monomer unit, b) when it was discovered, c) elements found in the polymer and d) how it is used today. Group students to make posters detailing their findings. Display these in the classroom/media center.

4. Gather the materials listed on the STUDENT HANDOUT (page 10) and arrange for student access to lab space. Divide the class into lab groups and distribute copies of the HANDOUT to each. Challenge them to

follow the directions to complete the synthesis of a gel polymer. Allow students to complete several trials to make the perfect polymer. When everyone has finished allow them to take the polymer home. Discuss students' responses to the analysis questions.
EXTENSION: Have students use the URL ADDRESSES to find other recipes for polymer gels that use safe, non-toxic chemicals. Arrange for students to try this recipes in the lab.

URL ADDRESSES:
1. The home page of Kyoto University's (Japan) LAB of High Functional Polymers:
http://kuwri.kyoto-u.ac.ip:10080/lab/HFPolmJ.html

2. Professor Tanaka's home page; see the smart gel here:
http://gel.mit.edu/tanaka/index.html

3. Description of polymer gels and a recipe for the synthesis of one:
http://www.tlchm.bris.ac.uk/goodwin/jwg_home.htm

4. Proposal explaining experiments carried out by one of Professor Tanaka's students: http://gelbaby.mit.edu/proposal.html

** STUDENT HANDOUT: POLYMER SYNTHESIS

DIRECTIONS: MIT professor Toyoichi Tanaka has invented a gel-like polymer that has amazing potential. Follow the directions below to synthesis your own gel-like polymers and remember your lab safety procedures; wear aprons and goggles at all times. Clean up thoroughly after the synthesis is complete.

SYNTHESIS OF A SLIME-LIKE POLYMER GEL

MATERIALS:

white glue (such as Elmer's) water paper
sodium tetraborate (borax) beaker
stirring rod food coloring (o

PROCEDURE:

1. Mix 1 part water to 1 part glue in the beaker. Varying the amou water varies the consistency of the polymer. Varying the amount of glue varies the quantity of polymer.

2. Put the sodium tetraborate on a piece of paper and crush all the little lumps so that it makes a homogenous powder.

3. Add the sodium tetraborate slowly to the beaker, stirring rapidl until all of the glue reacts. Don't be concerned if you add too much sodium tetraborate; you can wash out the excess later.

4. Take the polymer out of the beaker and wash it in water. Squeez to remove excess water. Work the polymer in your hands until it is the consistence of "Gak" then play with the polymer.

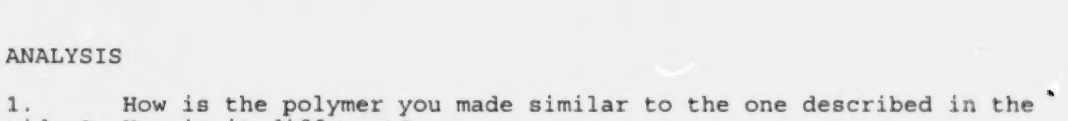
5. Food coloring can be added to the water to color the polymer. U copious amounts of coloring. Mix the colorings together to make your favorite color.

ANALYSIS

1. How is the polymer you made similar to the one described in the video? How is it different?

2. What monomer unit make up your polymer?

3. List some uses for the polymer you made.



1. BEFORE VIEWING: Invite students to critique their latest school yearbook. What did they like about it? What would they have changed? Why?

2. AFTER VIEWING: Ask students to compare their own yearbook to th CD-ROM yearbook of Marquette University. What did the CD-ROM technology give to the Hilltop that book publishing cannot? According to the video interviews, what is missing from the CD-ROM-published Hilltop? Explain. Invite students to debate the choice of publishing for their next school yearbook: CD-ROM or pen-and-paper?

3. Discuss the advantages of a CD-ROM yearbook. With this technolo what could be included in the yearbook that would have significance over time? What could be included that could not be found in a pen-and-ink yearbook? Students must explain why CD-ROM technology could deliver their yearbook ideas.

a. Have small groups of students work together to design a CD-ROM yearbook for their school. Information from the URL ADDRESSES below will help them with this task.

b. Their design must describe the ways in which they would use the technology to make their yearbook special. Would they include:

i. voice messages with class pictures?

ii. video of a special sports game or awards banquet?

iii. advertising messages?

iv. personalized messages in the book? How would they provide stude with chances to do this?

c. Have groups share their designs in a class presentation.

CHALLENGE a group of students to assemble the best ideas from each group; research the possibilities of producing such a book for their school; and, draw up a plan for creating a CD-ROM yearbook to be presented to the proper school authorities.

URL ADDRESSES

1. Marquette Univ. web site for their CD-ROM Yearbook, Hilltop:
   http://www.mu.edu/stumedia/hilltop/home.html
2. Newspaper article about another CD-ROM high school yearbook in Salt Lake City:
   http://www.sltrib.com/96/JUN/03/ttm/22005117.htm
3. Pointers to WEB sites that can be of service and interest to both the beginning and advanced desktop publisher:
   http://w3.maine.com/stephenlaw/desktop.html

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